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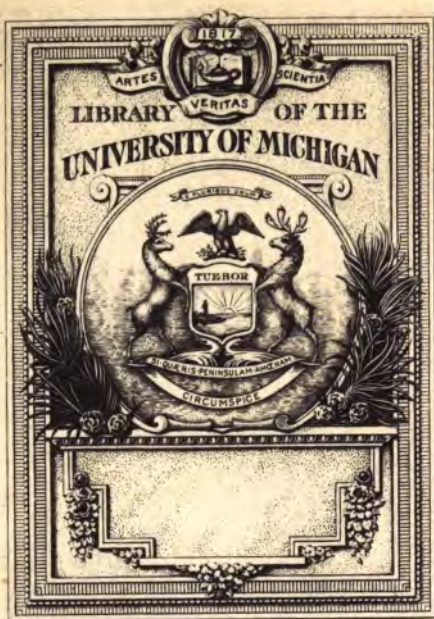
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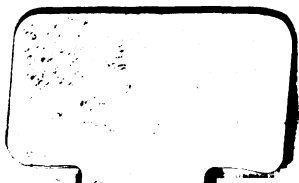
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Memorial tablet erected to the memory of
Andrew S. Draper

**FIFTY-THIRD UNIVERSITY
CONVOCATION**

PROCEEDINGS
OF THE
FIFTY-THIRD CONVOCATION
OF
THE UNIVERSITY OF THE STATE OF
NEW YORK

ALBANY, NEW YORK
OCTOBER 18 and 19, 1917



THE UNIVERSITY OF THE STATE OF NEW YORK
1917

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SECOND SESSION

THIRD SESSION

FOURTH SESSION

FIFTH SESSION

[9]

Fifty-third University Convocation

FIRST SESSION

October 18, 1917, 3 p. m.

(The opening session was held in the Rotunda where school children were gathered with the members of the Convocation to share in the unveiling of the tablet in memory of Doctor Draper.)

Vice Chancellor Albert Vander Veer M.D. LL.D., *presiding*

VICE CHANCELLOR VANDER VEER: The invocation will be offered by the Reverend Dr William H. Hopkins.

[After the invocation, the "Star Spangled Banner" was played by the Albany High School orchestra, under the leadership of Mr Oliver.]

VICE CHANCELLOR VANDER VEER: Our present meeting promises to be one of great interest. The program indicates that we are keeping in touch with our national administration and in our loyalty are not forgetting the future instruction of the children of this State. We begin our exercises in an atmosphere of loving memory. We deem it most appropriate that our first duty be one of affectionate remembrance of our former Commissioner of Education, Andrew S. Draper. In the few remarks I am to offer I must be somewhat personal.

My acquaintance with Doctor Draper began when he was a member of the Legislature. He had established a reputation for doing things and he was a man of energy and strong will. He had demonstrated his worth when a member of the Albany board of education. In conversation at times he had kindly but forcibly expressed his views in regard to a more thorough preparation of the young men who were to enter upon their studies in the various professions. About this period the medical colleges of this great Commonwealth and the medical societies of the State of New York were agitating the necessity of a classification of the former and a state examination for a license to practise medicine. Some

few years had been spent in this effort without success. Finally a very moderate bill was drawn up and it became my duty to interview Doctor Draper regarding its passage in the Assembly. He looked the bill over carefully, made some changes and additions, promised his support and quietly remarked, with that wonderfully vigorous expression of his, "If this bill becomes a law you won't get much anyway." The bill did pass, requiring every practitioner in the State to register his credentials with the county clerk of the county in which he resided. It became the foundation of the establishment in this State of the exceedingly good system now prevailing and a model followed by more than half of the states in the Union. It has proved to be for the best interest of the medical student, requiring better preparation for his profession, and giving the public an opportunity to know the qualifications of the physicians whom they employ.

Doctor Draper had won the admiration of the people in this State by his rare attainments, his executive ability, his knowledge of organization work; and in the discharge of many responsibilities he always displayed great reserve power. He had filled so many important positions of trust in his educational duties that in 1904 the Board of Regents, after consultation with the Department of Public Instruction, were a unit in selecting him to guide and direct the work they were called upon to perform. In the organization of his duties he brought no disappointments and to this day few changes have been made in the methods he introduced. The speaker is thoroughly cognizant of Doctor Draper's greatest service to the State as the originator of this splendid structure for educational purposes. His untiring energy was the one important factor that brought about its completion. One of his greatest literary efforts was delivered at the ceremonies connected with the dedication of this building. It is very fitting that here in the center of this monument to Doctor Draper's efforts the services of today are occurring.

The first address of this afternoon will be delivered by Dr Charles E. Gorton, chairman of the Draper Memorial committee, whom I have pleasure in introducing to you.

UNVEILING OF MEMORIAL TO ANDREW SLOAN DRAPER

CHARLES E. GORTON: We have met to dedicate this monument to Andrew Sloan Draper, a testimony to the affection and respect of the Regents of the University and the public school teachers of the State of New York. This work has been created by Charles Keck of New York City, a student and associate of Augustus St Gaudens.

Mr Keck has put into this monument more than the sculptor's ability. He knew Doctor Draper personally and has executed his commission in a spirit of loving admiration and consummate fidelity. He has produced a work which is not only artistic but so far as may be expressed in bronze, a faithful portrait. The form and face portray the bodily vigor, the mental power and determination of the man as he lived and as we knew him.

Many of us last saw Doctor Draper in the great assembly hall of this building when it was dedicated, and, although weakened by disease and suffering, he poured into his address all his old-time enthusiasm and energy. In dedicating this monument to his memory we pause to record something of the achievements and character of a remarkable man. We can not attempt to note even all that he accomplished as State Superintendent, superintendent of schools in a large western city, president of a great western university, and as a writer and speaker on many topics. Consideration here is given to his accomplishments in the State of New York as State Superintendent and Commissioner of Education.

He was elected Superintendent of Public Instruction in 1886. He was unknown to the teachers of the State; they had not heard even his name and feared that the high office had fallen into the hands of a politician who would use it only for his personal advancement. But as time went on and as he realized the possibilities of this position, he developed interest in it. He found himself in sympathy with the people who were making education

a profession. He grew into a realization of the great work they were doing and to be done. Instead of formally discharging his official duties, he developed soon into a recognized leader. He became not only a writer on educational topics but a forceful speaker possessed of rhetorical skill, with the faculty of stating his conclusions pointedly and convincingly, and with an inspirational force that carried audiences with him. He gradually withdrew from his political associates and affiliations and found congenial companionship and made his closest friends with the teachers.

He was intensely loyal to his native State, proud of her educational achievements, and his facile pen often set forth her progress in educational matters. He experienced great satisfaction when his researches established the fact that the first free public schools in the United States were in New York and not in Massachusetts.

As a writer for education he accomplished much; as an orator in educational meetings he was at his best; in the achievement of substantial, tangible results he became the Horace Mann of New York.

He was absent from us reorganizing the schools of Cleveland and later as president of the University of Illinois from 1892 to 1904. While holding these responsible positions and discharging their varied duties conscientiously with all his great strength, he never lost his affection and loyalty for his native State nor abandoned a desire and expectation to return to it. He had put behind him all ambitions for a career except in education and must have experienced profound satisfaction when in 1904 he was called home to take the position of Commissioner of Education, the greatest educational office in the United States.

The unification of the state educational departments had been legally accomplished. But the legislation for it was confused and imperfect so that one has said "The law itself was iniquitous, framed by politicians, and we do not know any man who could have administered it without disaster to the State." It was a critical, possibly an epoch-making, period in affairs, and wise and

fortunate was the action of the Regents in recalling and electing him.

Ripened and matured by experience, with clear vision of the future, he came, a fearless, powerful, devoted leader. Without such a leader, possessed of his great qualities, with the then existing laws, the educational system of the State might have fallen into confusion worse than before.

At that time he had apparently no ambitions except to develop the educational system of the State in the broadest and best way. He saw clearly the legislation that was needed and devoted his personal efforts to securing it. All other ambitions appeared to have vanished. He had cast his lot for all time with the schools and the children and his administrative ability and constructive statesmanship were devoted solely to their interests.

He presented to the Board of Regents an early declaration of principles which in his judgment ought to be observed in future proceedings. The Regents recognized the wisdom of this and his declaration of principles was unanimously adopted. In other words, they trusted him and gave him large power in full confidence that it would not be abused and that he would move straight-forward along the lines which he had marked.

Fortunately at this time he had become known as a wise, competent leader, and he came back auspiciously to a State where the teachers believed in him and trusted him. Their feelings were expressed well in an editorial in the *School Bulletin* of that date: "Our faith is abounding that Commissioner Draper will rise to his opportunity and confer unmeasured blessings upon our beloved State by the character of the educational leadership which he will give us in the new ways which judicial guidance and reforming legislation shall open to him. Teachers and friends of our schools, we give to Doctor Draper our confidence in advance and shall do all we can to safeguard him and smooth the way for him and make easier the great task which with grateful hopefulness we are setting for him." The teachers lived up to the manifesto thus pronounced for them and to the day of his death did not waver in loyalty and consistent support.

As we look back, it is apparent that the success of his administration then opening depended chiefly on two things: the constructive legislation which he could secure, favorable to his broad advanced views, and the quality of the administrators whom he associated with him.

The laws that have been passed since that day are almost revolutionary. The rural schools especially have been given scope and efficient supervision. The qualifications of teachers have been raised so that teaching has become recognized as a profession. Courses of study have been revised and enlarged and the whole school system placed upon a new and enduring foundation. The scholarship law was passed, under which three thousand students may attend any recognized college of their own choosing in the State, with tuition paid by the State, thus fulfilling all the substantial requirements of a great state university.

No man alone could have accomplished all that was done in nine years. The achievement of his aims was largely wrought through the work and ability of the people whom he associated with him. In the selection of his assistants there is not a trace of prejudice, of influence, of political partisanship, or of anything else except the determination to associate with him the most competent people available. The wisdom of his selections is proved by the fact that most of that loyal body whom he chose served continuously through his administration and are still occupying the positions that they have filled with ability and loyalty. He chose assistants who were worthy of confidence and trusted them to administer their departments. He did not interfere with details but withdrew into the cool cloisters of contemplation, taking time for reflection on the broad policies proposed for the future.

He passed through a period when there were many scandals but his administration was free from reproach in every particular. There was no instance of malign political influence in the Department or of the diversion of a dollar of public money from its proper purpose. And this great building, conceived by

him, unique among state structures in character and diversified uses, is itself a noble monument to his memory; but it is a material manifestation and is far exceeded in importance and enduring results by what he accomplished in the schools scattered all over the State.

I can not express a brief summary of his accomplishments during the nine years he served as Commissioner of Education better than to quote what Mr Bardeen wrote soon after Doctor Draper's death:

"Premature as was Doctor Draper's death, he enjoyed the singular felicity of seeing all his greater projects accomplished. Some of these are to be developed but they are all under way, and there is just now no crying need in the New York school system. Professional certification of teachers and of professions, rural supervision by competent men and women, protection of teachers' rights, compulsory education, supervision of school buildings, higher education within the grasp of every deserving boy and girl, an education building at once a glory and a protection to the cause — all these, once dreams, are now realities, and Andrew Sloan Draper will be remembered not for what he tried to do but for what he did."

I have tried to present some of his great achievements as State Superintendent and Commissioner of Education. What were the qualities which enabled him to do so much?

As a thinker, he was clear, concise, logical. In discussion on the platform he omitted all that was irrelevant or collateral, and pressed forward with the main line of statement and argument. His form was impressive, his manner convincing, his voice powerful and well modulated. Among orators he was entitled to the first rank, probably the highest among the educational speakers of his generation. He possessed perfect courage and did not shrink from controversy into which his positive opinions carried him. Of great patience, too, as shown in his fortitude toward the close of his life when he suffered from physical pain every hour! A man of action, he sought the accomplishment of results by the

most direct methods. Somewhat autocratic and impatient of delay, he would not try to unravel the Gordian knot but would cut it with the sword.

As a member of the State Examinations Board, I had the honor to sit with him continuously during his service as Commissioner of Education, and remember an occasion when a far-reaching measure was proposed and discussed. The whole board favored it but we were told that it was not sanctioned by law. Doctor Draper said, "We are all agreed that this measure is wise and in the interests of the schools. Probably the law does not specifically provide for it. Well, then, we will go ahead and let the law overtake us."

If he had remained at the bar he would have been a great equity lawyer, seeking justice and unmoved by technicalities. On the whole, his mind was of heroic mold, cast along classic lines. This noble building and this monument which we are about to unveil are not his best memorials: they are perishable. The things he said and did for the cause of education are immortal. They will abide in the memories of men, in the influences on character transmitted from one generation to another and in history forever. He is portrayed here in perfect bodily health and the maturity of his intellectual power. He is clad in academic robes, looking out over an audience to whom he is about to speak, and we can almost fancy that we shall again hear the tones of the voice which is stilled forever. As long as this building shall stand, whoever enters its imposing portals may see in this lifelike figure what form and face this master mind, the teachers' leader, bore.

VICE CHANCELLOR VANDER VEER: The next address will be by Doctor Draper's life-long friend and associate, Honorable Alden Chester, Justice of the Supreme Court of New York.

JUDGE ALDEN CHESTER: I count it a great honor and a privilege to stand here today and say a word on this occasion. Doctor Finley said I might talk ten minutes. In that time the

trouble is not what to say but what not to say, because the life of Doctor Draper was so full of important events that no fair mention of it could be made in that brief space of time.

I want to say to the school children who are present here that Doctor Draper's life should furnish an inspiration to every one of them, for he was a product of our public schools. He began his life in the schools at a country cross roads district school, near the place of his birth, and he was always proud of the fact that he attended that school as a child. Late in life, after he had risen to eminence in his educational work, he visited that neighborhood to look upon the graves of his ancestors in a burying ground near at hand. The schoolhouse was not occupied, but it was open and he went in and wrote upon the blackboard a statement of the fact that as a boy he had attended school in that building and was proud of it, and he signed his name.

He and I were born the same year. We were children together and playmates, and we were near of kin, his father and my mother being brother and sister. So I had a close intimacy with him during his entire life. With his parents he came to Albany as a little boy, only seven years of age, after having attended, as I said, this district school for a time. Here in Albany he attended old School 8, going through every department. That was before the days of the high school here. Yet by his merits he won a scholarship in the Albany Academy for Boys, from which he was graduated in 1866. So I say his life furnishes an inspiration to every child in the public schools of the State and the country.

He always had an interest in the schools. No one would suspect that I ever taught school, but I did for a time in the little academy in the town where we were both born. Because of illness I had to relinquish the position and Andrew Draper came to take my place as a teacher in that country academy — the first teaching he ever did. From there he went to East Worcester where I was then employed and served for a year as principal of the graded school there. During that time we lived together and

were roommates. From there he came back to Albany and followed the late Charles Emory Smith for a time as a tutor in the Albany Academy for Boys. And then, by some persuasive influence which I had over him, I induced him to study law. It perhaps was a mistake on my part and on his. He was graduated from the Albany Law School in 1871. We were admitted to the bar the same month, and we became law partners together. That relation continued for sixteen years, as long as he practised law. He was a good lawyer, and attained a high standing, for a young man, in his profession.

During the time he and I were partners in the law business, like many young fellows at the bar, he went into politics. He made excellent campaign speeches for Grant in his native county before he was a voter. His voice was heard on the stump in every political campaign after that until he was elected State Superintendent of Public Instruction. He was made chairman of the Albany Republican County Committee, and was afterwards a member of the Republican State Committee, serving as chairman of its executive committee, in which capacity he conducted the campaign for Blaine for the presidency against Cleveland. He was a member of the Legislature for a term, immediately taking high rank, serving as a member of the committee on ways and means, the most important committee of the body, and also serving as a member of the judiciary committee, showing his standing as a lawyer at the time. He also served as a member of the committee on education, showing his natural disposition and likes in the direction of education. This inclination is also evidenced from his service at two different periods as a member of the board of public instruction in Albany and also as a member and chairman of the executive committee of the State Normal School here. He was appointed by President Arthur as a judge of the Court of Alabama Claims at Washington, a position giving him the rank and pay of a United States Circuit Court Judge, and that also was a full recognition of his standing at the bar. When his term of office as a judge expired, or before it expired, there was to be an election for State Superintendent of Public Instruction.

Although he was absent from his native state, Mr Draper became a candidate for that high position. There were many worthy candidates in the field, the principal one against him being our good friend, the late lamented Dr William J. Milne. In that canvass the schoolmen of the State lined up against the politicians of the State and the schoolmen were defeated and the politicians won. Draper had an advantage over the schoolmen because he knew the members of the Legislature and they knew him; and he knew the politicians, and he won. The schoolmen of the State thought that the schools had fallen into the hands of a designing politician and that they might as well shut up the doors of the schoolhouses. They felt that the teachers had not been fairly treated. But one of the first acts of Doctor Draper as he entered that Department as its chief was the appointment of his principal antagonist as principal of the State Normal School at Albany, and the schoolmen soon began to recognize that they had in the Department a man who was something besides a politician. They began to recognize even before his first report was made that they had a man in that position that was worthy of the high office which he was called upon to fill, and that feeling has grown from that day to this. Pardon a remark that I made to him. He said to me when he was first elected that he never would practise law again. I told him he was a very foolish man to think of such a thing. My recollection is that I put my expression in terms a little more forceful and a little less elegant than that. But time has demonstrated that he was far from foolish in taking that course. He was right and I was wrong, because if he had attempted to continue his law practice and to perform his duties as the head of this Department he would have made a failure of both. He dropped his professional ambitions as a lawyer entirely, ceased his activity as a politician and looked forward to a career in the educational work that he had been chosen to perform.

I can not on this occasion mention in detail his work as a schoolman or as the head of the Education Department of the State. That is known to all the people connected with the schools

and it is not necessary that I should attempt to take the time to make a resumé of it. We all know that he was a man of force, that he was what they would call at the present time a "live wire," and that he left an enduring personal impress upon every educational interest that came within the sphere of his activity.

After serving here for six years, through an overturn in the politics of the Legislature, a Democrat was chosen to succeed him. He then did not return to his profession, but he was called almost at once to go to Cleveland as superintendent of schools in that city. He went there to perform a special work, leaving with his friends the knowledge that he intended to remain there no longer than to complete the work he was sent to perform. He remained there two years and immediately after that he was called to the presidency of a great western university — or at least he made it great after he went there — and there he served for ten years.

I must not take the time to refer any more at length to his educational career, but I want to point out two or three things as illustrating the type of man he was and to show that he was a man who had the habit of accomplishing things. He was a man of wonderful magnetic and persuasive personal force in securing results concerning matters he deemed to be right. This can be illustrated by calling attention to two or three matters that are known to most of you. After he had been at the University of Illinois a year or two, he had differences with the president of the board of trustees of the university. The latter insisted upon allowing political influence and personal favoritism to enter into the distribution of the patronage of that great university and there was trouble ahead. I have in my hand a letter Doctor Draper sent me at the time, containing a printed account of the proceedings of the board after the trouble had ripened and had come to a fruition. I want to read one or two paragraphs of this printed report. The preamble is as follows:

Whereas, Circumstances have arisen which make it desirable that the official relations between the trustees and the president of the university should be plainly understood, and the functions of each clearly defined, therefore,

Resolved . . .

and they go on and state the functions of the trustees and the functions of the president. Then follows this resolution:

Resolved, The board stamps with its strongest disapproval any disposition to make patronage out of university appointments. The appointment of a relative of a member of the board, or of any other person occupying an influential position in the university, is wholly disapproved. Political, social, fraternal or church influences are to be altogether ignored, and every appointment must be made upon the merit basis. The president and other officers of the university are to feel fully assured that the trustees will heartily support them in acting on this principle.

That represents Doctor Draper's platform concerning university patronage and that received the unanimous vote of every member of the board of trustees, except the president of the board, who was absent. Two of the trustees who were absent sent their concurrences, including the governor of the state, who was a trustee *ex officio*. Doctor Draper sent that action on to me and he put on it in his own handwriting this laconic remark: "We have had a row with the president of the board and knocked him out deader than a wedge."

Another incident to show his persistency in accomplishing what he deemed was right: When the State Normal College burned, out here on Willet street, the then State Architect prepared plans for a new building to be erected on a new site. Doctor Draper did not like them. He told the State Architect that those plans would be very suitable for an engine house or a gentleman's stable, but they would not do for a normal school. But the law gave the State Architect (not the present State Architect by any means) the right to make the plans and he insisted upon exercising his prerogative. Doctor Draper would not yield but went to the Legislature and had a bill passed providing for plans upon a competitive basis, and a young man, then unknown to the world as an architect, received the highest prize and his plans were accepted and the buildings were erected under them, and that explains why we have those beautiful buildings up there at the State Normal College instead of the building

which Doctor Draper characterized as suitable only for an engine house.

The third fact to illustrate his disposition in this respect was his persistency in procuring authority for the erection of this building. It was not procured without a long fight and a hard struggle. A bill was drawn up by Doctor Draper with the approval of the Regents, appropriating \$400,000 for a site and providing for the erection of a State Education Building to cost not more than \$3,500,000. That staggered the members of the Legislature — all that money to be drawn out of the dear taxpayers! They never would stand for it. He finally won the approval of John Raines, the Republican leader in the Senate, and got him to agree to introduce the bill. He talked with the leaders in both branches — Democrats and Republicans alike — and, through constant interviews with them himself and through some of his deputies who were serving with him, the approval of the leaders of both houses was secured and the bill containing this appropriation and the authority for this building was finally passed with less than half a dozen dissenting votes. But during the time the bill was going through the Senate and the Assembly neither Doctor Draper nor any Senator nor any member could get a word of approval from Governor Higgins. He was the watchdog of the treasury. No one knew whether he would sign the bill or veto it and everybody was wondering as to whether it was going to become a law or not. Doctor Draper said, "I guess I'll go up and see the Governor about that bill and have it out with him." He went up and had an hour's interview with him. Nobody knows what occurred during that interview, because both Governor Higgins and Doctor Draper are gone. But Doctor Draper came back to the Department with the pen in his hand with which Governor Higgins had signed the bill during that interview. All credit to both of them. And that accounts for the general disposition of all our people to regard this beautiful building, devoted exclusively to educational purposes, as a monument to Doctor Draper.

But his best monument is the great organization which, through his ability as an executive, an organizer and an administrator, he was able to build up here, as reflected by the splendid force of men and women brought together as a part of his administration, and the great services which he and they, inspired by his personality and influence, have been able to perform in the great cause of public education, under the system which he and the Regents of the University were able to work out with such harmony after unification of the educational interests of the State had received legislative approval.

When the Regents of the University were called upon to select a successor to Doctor Draper, they were confronted with a difficult task. There was then no controversy whether a politician or a schoolman should be chosen. The Regents very wisely selected a native of the State from which Doctor Draper had been recalled to become the first Commissioner of Education, in the person of Doctor Finley, who not only possessed many of the good qualities of Doctor Draper but who had been the "professor of politics" in a great American university, a position which Doctor Draper never attained even in his palmy days as a politician.

I fear that I have talked too long but I should not close, however, without first expressing my high appreciation and that of the numerous friends of Doctor Draper all over the country, and of his kindred, of the memorial which is about to be unveiled here today, and to thank not only the sculptor, Mr Keck, whose artistic taste has created it, but also the Regents of the University and the committee having it in charge, and Superintendent Gorton, its chairman, the State Teachers Association, Mr Horner, the Treasurer, the Commissioner, the Deputy and the Assistant Commissioners of Education, and all who have had a hand in causing to be erected this beautiful memorial. The family and all his friends (and no man in the State had more friends than he) are highly grateful for this beautiful and artistic memorial which is to have permanent place at the principal entrance to this

great building. It is a satisfaction to know, as we all do know, that Doctor Draper was entirely worthy not only to have this building regarded as his monument, but of this added memorial which we are about to unveil in the presence of this great audience of his admiring friends.

["Columbia, the Gem of the Ocean" was played by the Albany High School orchestra]

PRESIDENT FINLEY: If I have not succeeded in the last four years, or nearly four years, of daily labor in this building in expressing my tribute to Doctor Draper, anything that I could say — no matter how long I might speak — would be in vain. I began my labor here unexpectedly. I began it in affection for Doctor Draper whom I knew for many years, not only here but in Illinois where he did so much for my native state. I began with affection and I have continued my work here in increasing admiration for that great man. And I still, as the younger prophet, look up to the older prophet, hoping that I may keep his cloak about my shoulders.

I asked President Butler of Columbia University to speak here this afternoon on behalf of the universities and colleges of the State, but he was detained in New York. He has written this very brief but very stirring tribute. Nothing need he said after the wonderful tribute of Superintendent Gorton. And yet there is this added word from another source, like that which has come from his intimate friend and associate, Judge Chester. The letter is addressed to me, and is as follows:

It is with very great regret that I find myself, by reason of peremptory engagements here, deprived of the privilege of accepting your most complimentary invitation to be present at Convocation to speak briefly at the unveiling of the memorial to Andrew S. Draper.

Were I able to be present I should like to lay emphasis upon those sturdy qualities of character that gave such effectiveness in the work of life to his well-ordered intelligence. Doctor Draper's nature was a wholly courageous one. He saw clearly and quickly, he felt keenly and he expressed himself with directness, precision and emphasis. He hated shams, whether in education or in public life. He despised phrase-making, whether by pseudo-philosophers or by political adventurers. He stood four-square to his convictions and needed no exhortation to fight for them.

His long service to education in New York, at Cleveland, Ohio, at the University of Illinois, and again in New York, was made noteworthy by the display of these characteristics over a long succession of years and in contact with numerous difficult and changing problems. Doctor Draper could always be convinced, but he could not be frightened and he could not be bribed by either compliment or preferment. Can we do better in honoring his memory than to exalt these fine traits of character and of temperament, and to call upon others to take heed lest they fail by neglecting to cultivate them? To have lived a life of public service that is also a life of inspiration to those who come after, is Doctor Draper's indestructible monument.

If I were to add a word to this on my own behalf, it would be to say that I am grateful to the Providence that has permitted me to stand in his place and to try to carry on the most important educational work in this country, as organized in such large measure by him. No one has had a more difficult task than I in following such a master in administration; no one has had, however, a more joyous task than I in trying to give to this State the fruits of his wondrous sowing.

But I add a word in behalf of those so appealingly symbolized in the lower panel — a panel which I am glad to remember I suggested to the artist, Mr Keck. (I promised not to ask Mr Keck to speak, but I must ask him to come to stand beside me. I am standing above him for the moment, but I should have my place far below him.) I say a word in behalf of those symbolized in the panel — a little group of the millions of children for every one of whom Doctor Draper would have the State assure an opportunity — an opportunity to have something of the best things of the race in their way across this earth in endless procession.

This group of bronze will never grow older; it is the eternal child, the best thing on earth, with life before it.

They who are to be perpetual occupants with him of this building do not know their reason for gratitude to this great figure who stands over them, but as the bronze holds his form and face from change, so the bronze will remind us continually of their debt to him, not alone those who pass in procession in his day, but those also who may come and go in years and decades to follow, all

oblivious of his prevision and toil for them. For despite all that has come upon the earth, he has made it a happier, better place for these millions. This globe gives off today a stench of human blood; it is a great sphere of pain flying through the night, a holocaust of hate smoking by day; but above the sound of cannon, above the groans of the wounded and the sobs of those who have lost their brave ones, there still rises the sound of the laughter of children. And so long as we can keep them nourished of body, trained of mind and aspiring in spirit, we can still hope for a better world.

From a school in New York City which bears Doctor Draper's name has come this illustrative message: "We are all with you in spirit at your exercises today."

And so it is that in the midst of our daily plans for war we turn and pay homage to a great teacher whom New York will ever keep in grateful memory.

The living children in a moment will pass and lay flowers at the foot of this tablet, set here by the teachers of the State. These will fade by tomorrow, but the children in bronze will with every coming of the light renew the tribute of our gratitude and our love.

I have often said that when my time came to go I should like to be buried under the floor of a schoolhouse that I might hear the children's feet as they moved on to a better state, a nobler America, but here as you will see is this fate assured to Doctor Draper. One does not need to pray for the repose of the soul of one who has such a companionship in this lasting bronze.

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Pageant of the school children of Albany, followed by the unveiling of the memorial tablet to Doctor Draper, by his granddaughter, Miriam Brown.

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(Convocation exercises resumed in the auditorium.)

VICE CHANCELLOR VANDER VEER: The next in the order of exercises will be an address in memory of Regent William Berri who, for the time that he was connected with our Board of

Regents, endeared himself more, perhaps, than any one member that we have had. The address is to be given by his former associate, Regent Bridgman of Brooklyn.

ADDRESS IN MEMORY OF REGENT WILLIAM BERRI

HERBERT L. BRIDGMAN

Regent of the University

To place upon the records of this Convocation a tribute to service to the State and to education is a privilege and honor. One worthier than I should offer this appreciation which, it may frankly be stated, will be charged with the friendship and memories of many years; recalling too that the term was one of the briefest following one of the longest by a Kings county incumbent, that it includes attendance upon few meetings and on no Convocation, yet was long enough to impress personality on the Board, to command its respect, and to demonstrate bright and abundant promise of usefulness.

The office of the hour may be attempted with more confidence because of its subject. Fulsome adulation and critical analysis would be equally and alike out of place. I prefer to speak of the man as he lived and moved, complete and entire, a developed citizen.

William Berri, whose service as Regent of the University of the State was closed by his untimely death in April 1917, was primarily and pre-eminently of the people and his sympathy with them, their interests and their welfare are abundantly proved. His appreciation of their ideals and ambitions, his stanch and tenacious loyalty to them and all that made for their advantage and advancement, were the springs of his being. I should say that he might well be defined as a product of the public school system of the State, one who had not only acquired what its instruction had to give, but who had assimilated into his consciousness the principles of democracy and of common weal which they express, and who never relaxed his faith in their value in

application to life and its duties. He understood thoroughly what education meant when reduced to practice, and in his broad sympathy and human interpretation of values achieved the life and substance while others concerned themselves only with the form and the shadow. Education to him meant preparation, mental, moral and physical, for life and its duties and, therefore, as he once remarked in the intimacy of friendship, though he might lack the professional experience and technical training of some of his associate Regents, he believed he saw opportunities for usefulness in making the schools of the State and their work more directly practical, more in touch with the realities, the duties and the difficulties of life, and in that hope and promise he took great and genuine satisfaction.

This appreciation of the true place and meaning of public education was, moreover, but one of the expressions of these qualities which, it might fairly be said, dominated Mr Berri's character and marked his career. He was a journalist-teacher. He made and advanced a great newspaper to inform the people, to tell the truth of what was happening, and his honest opinions of the men and events concerned. Neither threats nor blandishments could swerve him from the path of duty, as he saw it, and when the road to judicial dignity, to integrity and to honest elections pointed straight toward fine and imprisonment he did not flinch but was ready to go to the end. He was a political leader, that politics might be better and government more efficient, returning more to the people, and he labored to improve the organic law of the State solely for the same high purpose and with no thought of party advantage.

Other activities of this many-sided and versatile life merit mention, though they do not complete the list. For years Mr Berri's hospitality to the Brooklyn Sunday School Union and its guests, its leaders in church and state, from all parts of the land gave "Anniversary Day," Brooklyn's annual and unique festival, success and prestige, and his leadership of social and local organizations carried them to the high-water mark of their history. Not

since the classic, "Homo sum, et nihil alienum puto" was written, has lived a man more keenly alive and generously interested in all that concerned the welfare and promoted the happiness of his fellows.

One who knew Mr Berri much longer and more intimately, perhaps, than any other man, wrote these faithful and sincere words:

"No one looked more resolutely into the mirror of life. And so he had few illusions about himself or others. In the way of ordinary business he met everyone on an equal footing, never exacting nor expecting more consideration than he gave. He was not all things to all men, but confronted every man on the basis of his manhood. If he were deceived, the feat was seldom or never accomplished by the same man in the same circumstances. While frank and open to his friends, he did not always reveal himself in conversation with strangers or mere acquaintances, for he knew well the uses of words, yet he never knowingly deceived anyone with whom he came in contact, either in private, public or business life."

Should I speak of Mr Berri as a typical American? The phrase was long ago well worn, yet I think of none which he better deserves or which more correctly defines and describes him. He was attached to the city of his birth and life; knew its thoughts, opportunities and limitations; his name was a synonym for honor and integrity; the friendships of school days were life-long; peace abode in his home and courtesy and dignity walked abroad with him, while to those who knew him well there was always a certain Lincolnian common sense and mother-wit, the camouflage, it might be called, which overlaid and sustained a faithful, sympathetic, generous and knightly soul. What words shall measure the loss to the State and to its educational system of an event which removes these attributes in one personality?

Regents, University and people of the State of New York will long remember and honor William Berri as the embodiment of service and citizenship, translated to the city invisible.

PRESIDENT FINLEY: Mr Bardeen will now read the necrology for the year.

NECROLOGY

CHARLES W. BARDEEN

The death of *Regent William Berri* (September 12, 1848–April 19, 1917), to whom worthy and delightful tribute has just been paid, has been the only one in the official staff of the University.

A former Deputy Superintendent of Public Instruction, *James Cruikshank* (85 years old, January 6, 1917) was afterward assistant superintendent in Brooklyn and principal of School 12 1875–1906, at his death the oldest schoolman in the city. He was editor of the *New York Teacher* 1856–66.

Ernest Steiger (October 4, 1832–August 2, 1917) published in 1877 a cyclopedia of education by Henry Kiddle and A. J. Schem, followed in 1878 and 1879 by year books of education and in 1881 by a dictionary of education.

A lady who forty years ago was perhaps the most brilliant of our institute instructors, *Mrs Nelly Lloyd Knox Heath*, on March 29th stepped back from one trolley car in Boston only to put herself in front of another and died within two hours.

Among district superintendents in service there has been one death, that of *S. Freeman Graves* (October 13, 1874–August 22, 1917) of Jefferson county, former principal at Adams Center, Evans Mills and Felts Mills. Of former district superintendents, *Ira H. Lawton* (73 years old, May 19, 1917), of Rockland county, had been, till his election as district superintendent, superintendent since 1890 at Nyack. *Olin Wilson Wood* (—— –October 8, 1917) of Cayuga county, former principal at Groton, Delhi and Olean, was, with his wife, instantly killed when the automobile in which they had just started out from their house was demolished by a trolley car.

Of former school commissioners, *John B. Riley* (November 9, 1852–November 17, 1916) of Clinton county 1875–81, was afterward United States commissioner of Indian schools,

1885-88, chief examiner of the New York civil service system 1888-93, and superintendent of state prisons 1912-16. *Byron Franklin Clark* (January 30, 1850-November 23, 1916) of Rensselaer, was husband of the present district superintendent in that county. *James A. Thayer* (72 years old, December 22, 1916) served in Yates county. *Phin M. Miller* (December 11, 1839-March 25, 1917) of Chautauqua county 1865-69, was editor of the Lockport Express 1888-91 and president of the Chautauqua county Historical Association, to which he bequeathed \$10,000 for a building. *Delos Van Woert* (September 21, 1843-January 19, 1917) of Chenango county 1902-7, was a graduate of the Albany Normal School in 1866. *Dr W. H. H. Sias* (September 11, 1840-June 16, 1917) served three years in Jefferson county. *Isaac N. Clements* (January 2, 1841-July 30, 1917) of Madison county, was for a time school commissioner, but was associated from 1873 till his death with Cazenovia Seminary, for a long time as principal and till his death as trustee.

Among former city superintendents, *William Bell Wait* (March 25, 1839-October 25, 1916) was graduated from the Albany Normal School in 1859, was admitted to the bar, and was the first superintendent of schools in Kingston, but became principal of the New York Institute for the Blind, and remained so till 1905, when he became principal emeritus. He was inventor of thirteen devices for the blind, including the kleidograph, stereograph, and power presses for printing simultaneously from both sides of embossed plates. In this connection should be named *Enoch Henry Currier* (August 22, 1849-August 19, 1917), for 45 years connected with the New York Institute for the Deaf and Dumb, succeeding Doctor Peet as principal in 1893. He followed what he called the combined system, but with "an originality almost amounting to genius" introduced military training, band and field music, the kindergarten system, and developed speech and lip reading and voice

training till he secured such flexibility of voice and modulation of tone that several classes of these deaf mutes can actually sing.

Addison B. Poland (67 years old, September 15, 1917) after graduation from Tufts was principal at Ashburnham, Mass., but studied law and began practising at Worcester. He returned to teaching as principal of a grammar school in Fitchburg, and in 1883 came to Ilion as principal. When in 1885 Jersey City elected a reform board of education he was made principal of the high school, and in 1887 succeeded Andrew W. Edson as superintendent. In 1891 he was elected state superintendent, and in 1894 secured the passage of the township bill. In 1903 he was made assistant superintendent of New York City, and joined Nicholas Murray Butler and William H. Maxwell in establishing the Educational Review. He gave up educational work for a time to engage in business, but in 1898 became superintendent in Paterson, N. J., and in 1901 at Newark. He had recently been made superintendent emeritus at a salary of \$5000, a tribute to his long and effective service in that city.

In normal schools, *Mrs Margaret Sullivan Mooney* (October 13, 1841–May 4, 1917), after graduation from the Albany Normal School in 1861, was a teacher in the city schools there till 1914; and *Mary F. Hendrick* (February 29, 1836–May 29, 1917) was last but one of the original force of teachers at Cortland, resigning in 1904 after 35 years of service. *Frederick J. Nevinger* (January 14, 1876–July 22, 1917) was for a time teacher in the Geneseo Normal School. Two men who rendered eminent service on normal school boards should be named here. *General Edward A. Merritt* (February 26, 1828–December 26, 1916), the grand old man of St Lawrence county, was from its establishment the backbone of the Potsdam Normal School. Those who were present at the dedication of this building will remember that he was one of the few who sat out the long program, in his front seat listening intently to the very last word. *William A. Brodie* (August 9, 1841–May 10, 1917) was influential in securing the establishment of the Geneseo

Normal School, and for many years was president of the local board.

Of secondary school principals in service, *Charles Darius Larkins* (September 5, 1853–January 14, 1917) after graduation from Alfred became principal at Adams. In 1880 he taught in Cook Academy, became principal at Fayetteville, and in 1886 went to the New Paltz Normal School as teacher of mathematics, and in 1888 to the Boys High School, Brooklyn, to the same work. He became interested in manual training, wrote a series of articles upon it, and was selected by Superintendent Maxwell to conduct an experimental school in the old high school building. It proved a success, and in 1904 a big new building was opened, with fine equipment, and the school has since been a recognized power.

Herbert L. Russell (February 13, 1865–April 8, 1917) was graduated from Harvard in 1889 and went to Owego in 1892, succeeding Ezra J. Peck as principal. *Joseph Earl Carmichael* (May 23, 1917), principal at Oceanside, had served at Vernon, Lake Placid, Skaneateles and Pelham Manor. *Israel Aaron Caplan* (June 9, 1917) was founder and had been for 25 years principal of one of the largest Hebrew schools in the country. *Hermon L. Huffstater* (36 years old, July 29, 1917) a graduate of Adrian College and two years principal at Parish, died of an operation for varicose veins undertaken that he might be accepted for army service. *Albert Somes* (63 years old, August 22, 1917) had been principal of Somes School, Aurora, for 17 years. He was a Bowdoin graduate, previously principal at Manchester, N. H.

Of former secondary school principals, *Lawrence Cameron Hull* (57 years old, October 15, 1916) was for 7 years principal of the Lawrenceville Preparatory School and of the Brooklyn Polytechnic till 1907. *Archibald D. Wetherell* (1876–December 12, 1916) had served at Hammond and Richville, but was graduated from Middlebury College in 1905 and remained there as instructor and professor. *John J. Witter*

(75 years old, January 17, 1917) was for 18 years principal at Fort Plain. *Byron Wells* (1852–February 2, 1917) served at Peterboro 3 years. *Nathan H. Dumond* (83 years old, February 26, 1917) was for 24 years principal at North Tarrytown. The Rev. *B. E. Whipple* (87 years old, March 29, 1917) was for a time principal at Westernville. *E. Harlow Russell* (80 years old, April 3, 1917) was principal of the Leroy Academic Institute 1867–74, when he was made principal of the state normal school at Worcester, Mass. *James Henry Callahan* (August 18, 1865–April 20, 1917) had been principal at Cossackie and in New Orleans, but in 1892 became a reporter and in 1897 joined his brother in purchasing the Schenectady Union, with which in 1911 he united the Star. It is not generally remembered that *Mrs Belva Anna Bennett Lockwood* (October 24, 1830–May 19, 1917), the only woman candidate for president, was principal in 1857 of the Gainesville Female Seminary and of the Owego Female Seminary 1863–65.

Of grammar school principals, *Almon Holland* (October 1, 1844–August 6, 1917) and *Eli E. Packter* (83 years old, September 11, 1917) were last but one of the remarkable group that gave Albany distinguished service for half a century.

Mother M. de Chantal Keating (September 30, 1833–June 4, 1917), oldest mother superior in the Order of St Joseph, was born in Kedra, Ireland, as Jane Keating. She came to America in 1852, and in 1857 entered the St Mary's Convent, Brooklyn, remaining continuously in that order for 60 years. She went to Flushing, and in 1863 to Wheeling. After the Civil War she came back to Brooklyn, and at her death had been for 34 years head of St John's Home for Boys. She wore a bronze medal given her by the G. A. R. for devotion to wounded soldiers at the hospital in Wheeling, and her face was a benediction.

Among assistants in secondary schools, there has been a series of fatalities. *Edward F. Lewis* (62 years old, December 22, 1916) dropped dead of heart disease. *Edward M. Healey* (54 years old, May 23, 1917), instructor at Pratt Institute,

hanged himself at the home of his aged mother, despondent on account of overwork and ill health. *Edith N. Putney* (39 years old, June 30, 1917) teacher in the Newtown High School, was drowned in a heroic effort to save one of her pupils who became frightened and seized her teacher about the neck in a fatal embrace. The next day *Hervey G. Phelps* (July 1, 1917), teacher of drawing in Schenectady, was one of the victims of the accident on the Niagara gorge railway. *Frederick Bement* (December 15, 1872–July 7, 1917) teacher of chemistry in the Bryant High School, had been prostrated by the death of his wife the September before, but had so far recovered as to resume his duties. The *Rev. Frank A. J. Woods* (31 years old, September 6, 1917), teacher in the preparatory seminary of the Immaculate Conception, Brooklyn, though an expert swimmer, was drowned while bathing.

In colleges and professional schools, *Francis Brown* (December 26, 1849–October 15, 1916) had been since 1908 president of Union Theological Seminary. *Aimee Manel* (52 years old, October 21, 1916) was found in Lake street, Aurora, unconscious with a fractured skull. He had been instructor in modern languages in Wells College and other institutions. *Edward Coit Morris* (November 5, 1864–December 25, 1916), professor of English literature in Syracuse University, where he had taught since 1892 and had been for six years head of the summer school, died suddenly and unexpectedly. *Naomi Norsworthy* (39 years old, December 25, 1916) was associate professor of educational psychology in Teachers College. She was graduated from Columbia in 1901, and was the author of "The Psychology of Mentally Deficient Children," and, with Professor Strayer, of "How to Teach." *Michael J. O'Reilly*, Brother Polamian of the Christian schools (70 years old, January 21, 1917). He was graduated from London University, and as professor of science in St Joseph's College, Tooting, became noted as a scientist, making the second X-ray photograph. In 1896 he came to Manhattan College as professor of physics.

Rufus Sheldon (February 5, 1831–January 28, 1917) was 55 years teacher of mathematics, in Auburn 1853–57, in the New Jersey normal 1857–63, in the Brooklyn Polytechnic 1863–1900, and in Cooper Union 1900–6. *Avon C. Burnham* (80 years old, February 1917) opened the first public gymnasium in Brooklyn and was physical instructor for 21 years at the Polytechnic and for 10 years at Adelphi. *John S. McKay* (May 15, 1850–March 6, 1917) was graduated from Allegany College in 1876, taught in the Indiana Normal School, and in 1886 became principal at Malone. In 1890 he was made head of the department of physics and mathematics in the Brooklyn Polytechnic, where he remained till his resignation in 1916. He was also a leading lecturer under the Brooklyn Institute and for many years conducted a class in Plymouth Church for the advanced study of the Bible. He died suddenly of heart disease, in the Jersey City tunnel. *Henri Hermann Liotard* (87 years old, January 31, 1917) was a native of Switzerland, and professor of modern languages in St Lawrence University 1883–1902, when he became professor emeritus. *Ernest Ilgen* (September 24, 1863–April 7, 1917) was graduated from the College of the City of New York in 1877 and had since then been instructor there. *Henry Augustus Sill* (August 13, 1917), for 15 years instructor at Cornell and for several years head of the department of ancient history. At the time of his sudden death he was on the faculty of the Columbian summer school. *Elizabeth Van Valkenburg* (61 years old, August 16, 1917) was for years head of the normal art department of Syracuse University. She was a rare teacher who loved her work, and was tireless in imparting not only technical instruction but enjoyment of art. *Charles Forbes* (October 2, 1917) had been instructor in Rochester Free Academy, Macalister College, Elmira College, and Columbia University, and was a scientist and inventor.

When three years ago at Doctor Finley's happy suggestion farewell exercises were given here to two retiring presidents it was a common remark that they might be inauguration ceremonies, so well and cheerful and hopeful Doctor Taylor and

Doctor Gunnison seemed. To the last Doctor Taylor particularly seemed in such excellent health that the cause of his death after an illness of only a week was matter of newspaper discussion. *James Monroe Taylor* (August 5, 1848–December 19, 1916) was graduated from Rochester University in 1868 and from Rochester Theological Seminary in 1871. For two years he traveled and studied in Europe, and in 1873 became pastor at South Norwalk, Conn., going in 1882 to Providence, R. I. In 1886 he went to Vassar as its fifth president, resigning in 1914 and becoming president emeritus. In 1899 he declined the presidency of Brown University. For many years he was a member of the committee of ten appointed by the National Education Association. He was author of a psychology (1893) and of other works. His administration was in every way successful. He was a man of sound scholarship, dignity, sagacity, tact, always pleasant to meet, temperate, kindly, a gentleman by instinct, with the qualities that made men look upon him as a good fellow, in the best sense of that coveted term. He added such buildings as Strong Hall, the library and the gymnasium. When he retired the alumni gave him a fund of \$10,000, and Taylor Memorial Hall is a testimonial to him. He told us once that Chicago University was born in his library at Vassar. Mr Rockefeller had been dining with him, and afterward discussed educational needs on a large scale. Such a project developed in the minds of the two men, and by nine o'clock it was the plan since so successfully carried out.

Almon Gunnison (March 2, 1844–June 30, 1917) was graduated from St Lawrence in 1868. He was pastor at Bath, Me., for 3 years and of All Soul's Church, Brooklyn, for 19 years, after which he went to the First Universalist Church in Worcester, Mass. In 1899 he was called to the presidency of St Lawrence, of which he had been for many years trustee. He secured the addition of the Brooklyn Law School, established departments of pedagogy and agriculture, and raised an endowment of \$200,000. He will be chiefly remembered in the broader

field of state education as the first to advocate publicly the New York system of university scholarships. It was at a University Convocation that he asked for just such a law as now prevails, and those present will remember how good naturedly Commissioner Draper pointed out its impossibility. Yet Doctor Draper himself was afterward converted and President Gunnison's vision became a reality.

His brother, several years younger, preceded him to the other land. *Walter Balfour Gunnison* (May 2, 1852–December 19, 1916) was so powerful a personality that instead of being grouped with the other high school principals he should be spoken of by himself. He was born in Abington, Mass. in 1852, was graduated from St Lawrence University in 1875, and was professor of law and literature there till 1885, when he went to Madison, Wis., to practise law, having been admitted to the bar in 1884. A year later he came to Brooklyn as principal of School 19. In June 1896 he was elected associate superintendent of New York at a salary of \$4000, but a month or two later was elected principal of the Erasmus Hall High School at a salary of \$3500 and resigned to accept the place, to get closer to his pupils. He believed in classical training and made it considered an honor to study Greek. He always insisted upon teaching at least one class a day himself. While still a grammar school principal he had declined the presidency of St Lawrence University. He would have been a great man in any work he undertook, but he was greater in teaching than he could have been in any other, for he loved it. The Brooklyn Eagle said, "The man who has gone was a born teacher, as truly as was Arnold of Rugby, to whom his friends often likened him."

PRESIDENT FINLEY: I think that we must all be grateful to Mr Bardeen, Mr Chancellor, for this kindly service. We all hope that he will outlive us. We know of course that there are some who will remember each one of us when we come to go, but there is no one else who will remember all of us.

SECOND SESSION

October 18, 1917, 8.30 p. m.

VICE CHANCELLOR VANDER VEER: I have the pleasure of announcing that the meeting this evening will be in charge of Regent Charles B. Alexander.

REGENT CHARLES B. ALEXANDER: We have a pleasing custom in this University that upon the appointment of a new president to any of the institutions which form a part of the University, he shall be received and welcomed by the Board of Regents. In accordance with this custom I will ask President Frederick Carlos Ferry, of Hamilton College, to present himself, and Regent Lord will address him.

REGENT CHESTER S. LORD: In behalf of the Regents, I have the very great honor and pleasure of welcoming Dr Frederick Carlos Ferry, who but recently has come from Williams College to be the president of Hamilton College. In doing so I may be pardoned for a word of personal gratification, for I am a Hamilton man of that long ago class of 1873. Hamilton College is therefore a place of sacred and blessed memory to me. And I may also say that my venerable father, who still lives at the age of ninety-seven, was a member of the class of 1843 of Williams College, and is today the next oldest living alumnus.

And Williamstown was my mother's native home. She belonged to one of those big, old-fashioned New England families. There were sixteen children. Four of the boys went to Williams College, and five of the girls married Williams College students. Both of my sons went to Williams College. I find myself prepared, therefore, to sorrow with Williams over its very great loss in losing Doctor Ferry and to rejoice with Hamilton over its very great gain.

In behalf of the Regents, we welcome Doctor Ferry as a strong man come among us to help fight our educational battles.

We welcome his supreme and highly important intellectual influence in our councils. We welcome him as the president of our time-honored, sterling and substantial institution, known as Hamilton College. To you, Sir, salutation, congratulations, felicitations and joyful vociferations.

PRESIDENT FREDERICK CARLOS FERRY: I appreciate very deeply the kind words of greeting which you have spoken. I am well aware how much more fully they accord with your kindness than with my poor deserts. I am very happy that I can continue my relations with the Board of Regents of The University of the State of New York, and that that relation can become a much closer one, now that I am an inhabitant of New York State.

For many years I have been familiar with your work through the coming of many boys from this State to Williams College. I am very grateful that I am now permitted to draw closer to this honorable body. I trust that through your kindly counsel and wise direction and leadership my own shortcomings may be hidden and that the little college yonder on the hill may prosper.

It was the historian of the Pilgrims who said, "a college is the best thing New England ever thought upon." That statement seems particularly true in these days of furious trend toward materialism. That idealism may live, that the life of the spirit may still be recognized as of greater moment than the life of the body, that the things that are invisible may not be forgotten — for such purposes, it seems to me, the colleges live. Not to teach men to earn a living but to teach men how best to plan life as a whole and to carry out that plan; not to make lawyers, physicians and engineers, but to make men; such, it seems to me, is the task of the college.

Plato, that prince of idealists, said, "an intelligent man will naturally select those subjects which furnish the soul soberness, righteousness and wisdom, and will less value others." It seems to me that the college may very well pay attention to the welfare of the soul, and that while it should borrow from the technical schools all the earnestness and devotion to study which are found

there and should impart knowledge with thoroughness and inspiration, it should always remember that culture is above knowledge and that character is above culture.

I have read that at the birth of Hamilton College, there came into it "the spirit of religion in its broadest sense and the spirit of patriotism in its highest development;" that Hamilton College was established to promote Christian civilization and wise and instructed citizenship, and to that tradition a college may well be faithful.

We probably shall not be called upon to indulge in labor so arduous or in a struggle so bitter for the life of the college as earlier days have seen, but happy will it be for Hamilton College if the noble scorn of ease and luxury, the disregard for wealth and display, the thirst for knowledge, the loyalty to truth, the love for man and the faith in God, which that college has so long cherished, may still survive.

This is a time of peculiar responsibility and peculiar privilege in the world of education. These days are fraught with great dangers and vast possibilities. At this moment there is falling a young Frenchman, or a young Englishman, or a young Italian, or a young Austrian, or a young German or a young Russian, who leaves his watch and his precious trinkets with his last letter to those whom he loves best. His chance in life he leaves to our young men. Perhaps he was destined to be a great scientist and achieve some new wizardry in the air or on land or on sea; perhaps he was destined to be a great poet, who should give joy to the souls of countless generations; perhaps he was appointed to be an immortal leader who should raise the civilization of the world to a higher plane; but whatever the destiny that awaited him, today he is dead and gone, at eighteen, nineteen or twenty, and his chance falls to our young men. How grand the privilege of having a hand in the training of these young men for the fulfillment of their destiny! I count myself fortunate that I am permitted under your leadership to have a small share in that task in this State.

REGENT ALEXANDER: In view of the obvious effort on the part of my colleague, Regent Lord, to boom Williams College, I venture to say that this Convocation has a very strong Princeton flavor. If you will notice Sir Robert Falconer, you will see he wears, on the back of his hood, the colors of Princeton University, and although one of our honored guests, Doctor Van Dyke, comes here wearing the doctor's hood of Oxford, I feel sure a close inspection would reveal under it, the hood of Princeton University.

I speak of this to lead up to the statement that I intended, upon being asked to preside, to make some very proper observations in presenting each speaker, but Doctor Finley has doubled the pabulum of the event, and out of deference to the ladies, especially those who are standing, I shall ask leave to print.

Returning to Princeton; when I was in college, and I spare Doctor Van Dyke's feelings by saying I was a senior when he was a freshman, there was great discussion as to whether he would be a great man of letters, or great diplomat, or great poet, or great man of affairs, and there were other estimates, and curiously enough everyone was right. I shall not keep you longer from Doctor Van Dyke.

THE EDUCATION WHICH MADE THIS WAR

HENRY VAN DYKE

Former Minister to the Netherlands

Mr Vice Chancellor, I am very happy as well as honored to be a guest in this American city built on a Dutch foundation. I was built that way myself. I am proud and glad to be a guest at the Convocation of The University of the State of New York, an admirable institution housed in a palace worthy of its dignity and of its great work.

I am going to speak to you tonight upon a subject which has some timeliness and I hope some fitness to the occasion and the audience. I am going to speak to you of *the education which has made this war*.

This abominable war was chosen and thrust upon the world by the Imperial German Government.

I do not know how many of you thoroughly understand what the Imperial German Government is. It is a new comer among the great states of the world. It took its origin in 1871. The Imperial German Government is a conglomeration, aggregation, consolidation, of twenty-two hereditary kings, princes, dukes and grand dukes, under the leadership of the king of Prussia, who is, thereby, kaiser of the German Empire.

These twenty-two hereditary rulers with their satraps, their commanders-in-chief, and all their adherents, hold in their hands absolutely the destiny of the whole German people. They are responsible to nobody but themselves. All the ministers in the German Empire are appointed by these men. All the education in the German Empire is controlled by these men; they are the autocratic rulers of the German people.

Behind these twenty-two, as in all highly organized bodies, there is a little crowd that runs the machinery, and that crowd I have chosen, for the sake of brevity and impersonality, to designate as the *predatory Potsdam gang*. And they are the people who have made this war.

But how could a gang make a great, and originally a noble, people like the Germans thus subservient to their "will to power"? How could the Potsdam war lords bring millions of the good German folk to fight with incredible courage and tenacity in a war which began with a confessed act of injustice toward Belgium, and which has been continued with flagrant violations of international law and of the most sacred instincts of humanity.

The answer to this "how" is simple, but it goes into the very foundations of national life. The great builder of these vital foundations is education. It was a false, vicious, antidemocratic education that enabled the Potsdam gang to use the German people for its nefarious purpose of dominating the world by military power. It was a false education that laid the strong and heroic German folk as a servile tool in their hand.

The three elements of falsehood in this education were these:

First, That the German race was chosen by God to lead and rule the world. Any race which gets that idea of having a divine right from God to control all other races is on the way to a downfall.

Second, That the house of Hohenzollern was chosen by God to dominate the German race.

Third, That the way in which this leadership and domination were to be secured was by war — by the assertion of might, without regard to right, by the military power of the German people behind their hereditary war lords.

Three such arrogant and immoral assumptions at the basis of any system of education, however systematic and well organized, were enough to make it a curse and menace to the truth-seeking, justice-loving, upward-striving world of the human race.

I was one of those American college boys who, having gotten a solid basis in an American school and university, went abroad in the last quarter of the nineteenth century, to get a postgraduate education in the renowned German universities. We all did it at that time. It was a kind of fashion, a fad.

The memory of my student years in Germany is ineffaceable. My remembrance of the days in the lecture room, and of vacation tours on foot through the Thuringer Wald and Harz, the genial kindness of the peasant folk, the courtesy and friendliness of my fellow pedestrians and brother anglers are not to be forgotten and will always make it impossible for me to hate the German people. I may be sorry for them, but I do not hate them as people. I hate the education which made them serve the purpose to which they have been put. I hate it with a holy and Christian hatred, and I would do anything in my power to stop it.

In the great cities in 1879 its effects were already visible. There the Prussian military officers walking three abreast on the pavement elbowed women into the gutters. There the dawn of dominant militarism already made itself felt. In the University of Berlin, where I studied, the dividing line between the old

friendly Germany and the new militaristic Germany was clearly marked. The professors that I met most frequently, the saintly Dörner, the sagacious Bernhard Weiss, the broad-minded Herman Grimm, spoke in a manner which the lovers of universal culture and humane ethics could understand; they were the inheritors of Kant and Fichte and Schiller and Goethe.

The rising idol of the university at that time was Heinrich von Treitschke, a professor of history, of the ultra-Bismarckian school. How well I remember him, and my visits as a guest, to his always crowded lecture room. He was stone deaf and spoke in a strident, raucous voice, but he was a man of fiery eloquence, of intense energy. He would come striding into the lecture room, and "Meine Herren" he would say before he got his gloves off. Then he would wade into the particular point of German history on which he was lecturing at that time. He expounded the fundamental doctrines of Pan-Germanism with colossal force. I took no notes of his lectures at the time but here are some of the things which he believed and taught:

"The German is a hero born, and believes that he can hack and hew his way through life." (H. v. Treitschke, "Politics" 1:230.)

"The appeal to arms will be valid until the end of history, and therein lies the sacredness of war." (Ibid, p. 29) "It is only since the last war (1870) that a sounder theory has arisen of the state and its military power. Without war no state could be. War, therefore, will endure to the end of history, so long as there is multiplicity of states." (Ibid, p. 65)

"It was Machiavelli who first laid down the maxim that when the state's salvation is at stake there must be no inquiry into the purity of the means employed; only let the state be secured and no one will condemn them." (Ibid, p. 83)

"No state can pledge its future to another. It knows no arbiter and draws up all its treaties with this implied reservation. Moreover every sovereign state has the undoubted right to declare war at its pleasure and is consequently entitled to repudiate its treaties." (H. v. Treitschke, p. I. 28)

O Belgium, Belgium! What a commentary of blood and distress was written for you, as a consequence of that doctrine.

His disciples and followers, Bernhardt, Clausewitz and a nameless crew of generals, university professors, high school teachers and preachers went far beyond this. Take a few words from General Bernhardt: "The proud conviction forces itself upon us with irresistible power that a high, if not the highest importance, for the entire development of the human race is ascribable to this German people." Gen. von Bernhardt, "Germany and the Next War," p. 92)

"World power or downfall will be our rallying cry." (Ibid, p. 154)

"War is a biological necessity of the first importance, a regulative element in the life of mankind, which can not be dispensed with. War is the father of all things." (Ibid, p. 18)

"Might is the supreme right and the dispute as to what is right is decided by the arbitrament of war. War gives a biologically just decision." (Ibid, p. 23)

Take a few more words from German preachers and instructors of the young:

"What does right matter to me? I have no need of it. What I can acquire by force, that I possess and enjoy; what I can not obtain I renounce, and I set up no pretensions to indefeasible right. I have the right to do what I have the power to do." (Max Stirner, "Der Einzige und sein Eigentum," p. 275.)

"Our belief is that the salvation of the whole Kultur of Europe depends upon the victory which German militarism is about to achieve." That is a manifesto signed by 3500 professors and lecturers and high school teachers in Germany.

Now take a final specimen. This is from a weekly paper for young Germany under date of January 25, 1913, which is supposed to be the feeding bottle for the infant mind of Germany. "When here on earth a battle is won by German arms and the faithful dead ascend to heaven, a Potsdam lance-corporal will call the guard to the door and 'Old Fritz' springing from his

golden throne will give the command to 'present arms.' That is the heaven of young Germany."

I have made no allusions here to the teachings of the neurotic Nietzsche, with his fantastic doctrines of the "superman" and the "blond beast," the "will to power" and the life which is "beyond good and evil."

Nietzsche, strangely enough, hated Prussia. No doubt the real Prussian junker had a profound contempt for, or ignorance of, the writings of the bourgeois and academic Nietzsche. But all the same, his writings percolated and pierced the stiff Prussian mind, and no doubt, the Nietzschean philosophy of force, ruthlessness, the power of the blond beast, has animated and guided the beginning and conduct of this German war to dominate the world.

But it may be said that I am quoting private writers, personal teachers, to condemn the German education which had led to this abominable war and lost Germany the friendship of mankind. Well, then, let me quote an imperial authority, the Kaiser Wilhelm himself. He is a voluminous speaker as you know. Sometimes he is good, but he is always copious.

In 1890 he assembled a so-called educational conference at Berlin. To this conference he said that the eyes of the German nation must be "fixed abroad and toward colonization." To this conference he said, "*The school ought first of all to have opened the duel against democracy.*"

I will say that again to you so that you will remember it. This is what the Kaiser thinks — "The school ought first of all to have opened the duel against democracy." That is the duel that he is in with us now, the duel against democracy, and we shall see whether this autocrat, divinely appointed, according to his own account, head of the Imperial German Government, is going to stand up against the mighty force of democracy which is to rule and redeem the world.

To this conference he declared, "*Gentlemen, I am in need of soldiers.* We ought to apply to the superior schools, the organization in force in our military and cadet schools."

Well, the Emperor Wilhelm got what he wanted. He got a government system of education which blotted out the old German love of liberty and produced the new German adoration of autocracy. He got a system of education which impregnated the soul of his folk with the superstition of an Almighty State, above morality, beyond responsibility, supreme over humanity, a state not founded on the people's will, but holding absolute power over the people's life, a state not answerable to other states for its conduct, nor to the conscience of mankind for its actions, a state whose sovereign rule was its own necessity, whose great destiny was the empire of the world, and whose highest function was war. He got a system of education wonderfully organized, coordinated, marvelously perfect in routine and detail, and completely designed to produce in the German mind as a result of science, philosophy, and literature misapplied, three monstrous, false convictions, three fetich-faiths: (1) that Germany is over all, "Deutschland Uber Alles"; (2) that the kaiser is the all-highest, "der Alle-höchste"; (3) "Remember that the German people are chosen of God. On me — On me as the German emperor, the spirit of God has descended. I am his weapon, his sword, his vice-gerent". (Wilhelm Hohenzollern & Co., by Edward Lyell Fox, p. 18.)

Nothing like that has ever happened on this globe since the days when Nebuchadnezzar set up his golden image on the plain of Babylon and proclaimed that at the noise of the trumpet and the psaltery, all the people should fall down and worship the golden image of Nebuchadnezzar — but there were some who did not worship. Those who did not worship were cast into the burning, fiery furnace, seven times heated, and came through the flames unscathed, and Nebuchadnezzar bowed before them and before Daniel and made them chief in his kingdom.

How carefully and how thoroughly this system of education was worked there is no time to tell you. It permeated every part of instruction from the kindergarten to the university. Let me give you only three illustrations of its operation.

First of all, all good Germans are taught to believe that one of the very greatest of all offenses, crimes, sins, is what they call *Majestäts Beleidigung* — to utter a word in criticism of the kaiser or any of the imperial house.

Second illustration: About 30 years ago an American professor, Boyesen of Columbia, wrote an admirable popular life of Goethe — so good that it was promptly translated into German. Being in Berlin, Boyesen had an interview with the kaiser's minister of education. "We should like to adopt your book in our schools" said the minister. "I should be delighted" said Boyesen, quite naturally. (Of course, a teacher is always delighted to have a book of his adopted because the salary on which he has to live as a teacher is not what you might call sumptuous or magnificent, so if he gets a book taken by the schools, it helps him and helps Mrs Teacher to get along too.) "But before I adopt it," said the minister, "I must tell you one thing. There is a chapter in your book entitled 'Goethe's Love of Liberty.' We could not use a chapter on the love of liberty in our education. Will you consent to cut it out"? Boyesen as a good American as well as a true scholar responded promptly "No, I will not consent to suppress the truth even for the sake of getting my book into the German schools." So the interview ended and the book was not adopted, and to this day I doubt whether German children know that their greatest poet was above all a lover of liberty.

The third illustration is connected with the sinking of the *Lusitania*. That great passenger steamer, crowded with peaceful travelers going upon their legitimate business, was torpedoed and sunk by a beastly German submarine. She was sent down off the coast of Ireland on the 7th of May, 1915, and one hundred fourteen American men, women and little children, defenseless, helpless, were drowned — "butchered to make a German holiday." The holiday was celebrated. In all the schools, at least of Prussia, the children were let out. In all the reserve camps, the men in training had leave of absence. The streets were full of flags, and

songs, and cheering. To commemorate the event a bronze medal was struck. I have one of them, brought out from Germany. I kept it "lest I forget." I wish I had it here with me tonight to show it to you. On the one side is a ticket office with a skeleton, representing Death, selling the tickets. On the other side is the great ship going down stern foremost, into the sea. And under this is this inscription: "Passenger liner Lusitania sunk by a German submarine on the *fifth* of May." The boat was not sunk until the seventh, because she had been delayed here two days before she could sail. The deed which they had arranged to carry out on the fifth, and before which they had already prepared and struck this ghastly medal — the program was not carried out until the seventh. There is the evidence in bronze of the premeditated crime plotted and put through by the murderous Potsdam gang.

Such an education as the kaiser and his counselors designed and devised gave him what he most needed, soldiers, millions of them, soldiers ready to sink their conscience in obedience to the almighty German state and the all-highest German kaiser, soldiers ready under orders to violate all international pledges of civilized rules of war; soldiers ready under orders to invade neutral territory, to devastate peaceful lands, to burn villages, to poison wells, to attack hospitals and kill Red Cross nurses, to shoot old men, women and priests, to sink merchant ships without warning, to drown helpless passengers and crews, to rape women and to carry away girls into white slavery; soldiers who answer to the words which the kaiser spoke to his guard — "you have given yourselves to me body and soul. For you, there is only one enemy and that is my enemy. It may happen — I pray that God avert it — that I order you to shoot down your relations, your brothers, nay your parents, but then without a murmur you must obey my commands."

Let us understand the situation. It is this scientific, systematic, stupendous German education, which has enabled the Potsdam war lords to put seven or eight million, more or less, courageous,

armed supporters on ground which does not belong to them, fighting against the liberties of Europe. That is the trouble with the present situation. That is what we have got to help to cure.

We Americans are in this war because the claim that Germany has been chosen and empowered of God to rule the world by might does not suit us. We do not believe it. We are in this war because that claim in its contemptuous "will to power" has trampled upon our sovereign rights, has murdered our citizens upon the high seas, and has put our existence as a free republic into peril.

Do you believe that? I do not see how you can believe anything else. This world is not big enough for the existence of a system of absolute military autocracy which claims the right to rule the world by might, and the existence of a real democracy which says that there must be a government of the people, by the people, for the people.

We have been forced to fight. But do not misunderstand me; we are not fighting against the German theory of education — you can not fight against a theory, a thing of air. We are fighting against its results, treachery, violations, invasion, barbarism, cruelty, worldwide bloodshed and horror. We must show, or help to show, beside Great Britain and France, that those results are a failure and a sham. We must help to show that the world positively can not be conquered and dominated in that way. We must go with France and Great Britain, Italy and Belgium to defeat the German arms on the land and the German submarines in the sea; and when that victory is won, we can profitably and honorably begin a conversation on peace, but not before. When that peace arrives, God grant it may be soon, when that peace arrives, with restitution, reparation and guarantees of security for all the peoples who have suffered from the madness of the Potsdam pride, then perhaps the German people will realize that their education has been wrong and will set to work to change it.

But I must confess that I care less about the democratization of Germany, and the reform of German education, than I do about

the thing which must precede them — a real victory over the kaiser's tools.

Meantime, we Americans cling to the idea of education, which has made and sustained us. Learning without conscience is a vain and noxious thing. Its only result is to create a spectacled barbarism. Man does not exist to serve the state. The state exists to protect the rights of man. All governments derive their just powers from the consent of the governed. Might does not make right, but right must gain might to survive. God has not chosen any one nation to rule all the rest — not even ours. He has chosen all the nations to advance together in the air of liberty, in the bonds of fraternity, in the reverence of true religion, in the development of a nobler manhood, toward a universal and ultimate peace.

To-day we are fighting for that ideal beside our brave allies. It is the ideal of our hearts; it is the ideal that is in our education; it is the ideal that everyone of your public school teachers here today is trying to give to the children; it is the ideal that everyone of our universities has put into its young men, and its bachelors of arts and its maids of arts, and its mistresses of arts, and its doctors of philosophy — it has put it into them — and that is why, when this battle burst upon the world, even before we were in it, hundreds and thousands of our young American high school and college and university trained youth, boys and girls, volunteers, rushed to the flag of France to fight by her side and help her to win the victory.

And now that we are in it, who are the best men in our officers' reserve corps and in our training camps? They are the men who have come from our higher institutions of learning, where they were taught not to worship autocracy, not to believe that might is right, but to worship democracy under the guidance of a God whose right is the seal and sign of His Omnipotent Might.

Let us hold fast to this faith, to this ideal! Let The University of the State of New York see to it that nothing that is not democratic, free, liberal, ever comes into our education; that even in this stress of war, where we have to train soldiers to fight for

peace, we do not become militaristic, we remain a democratic nation, a nation in which the state exists for the people, to protect them, to give them a chance to live and to grow, men and women, into a nobler people.

Tomorrow, when we have made that ideal victorious, against the German foe, we shall make it safe for all the world by a league of free nations to protect peace. If Germany repents and reforms, her people also may come in and be educated.

REGENT ALEXANDER: The Convocation desires me to express its thanks to Doctor Van Dyke for the most eloquent and effective address which I think we have ever heard in any of our sessions, and to assure him that each of us will go forth from this room determined with more energy and enthusiasm to carry on their part of this great war. Whether it be in selling Liberty Bonds or working in the Y. M. C. A. or the Y. W. C. A. or in the huts behind the trenches, or in the trenches, we vow ourselves to this great war.

The University of the State of New York is no slacker. We do not go before any boards of exemption. We have been devoting ourselves to the task ever since Woodrow Wilson ascended to the Speaker's desk in the House and announced our duty and obligation to go into this war, and we have desired in our effort to mobilize spiritual things in a righteous war, to gain all the information we can, and our eyes have turned with affection across the border into Canada, where all these great experiments have been so nobly tried, and our thought has especially gone to the University of Toronto, which has been doing a grand work for the cause. We in this State were thrilled when we learned that in the midst of all the troubles of our Canadian friends, and all the sufferings, they paused in their work to celebrate nobly the anniversary of peace between English-speaking nations. That university is represented here by one of the greatest men of Canada; he has been knighted by the Crown of England for his fine services during the war. I do not know —

I should like to ask all the historians present if I had the opportunity — whether an expert in New Testament Greek has ever been knighted since the old day when those gallant crusading Abbots were both students of the Greek Testament and warriors. He is the legitimate successor, I think, and he is here with us tonight. I have been told that he is the modern Socrates, that he has the most wonderful power of asking questions which give him vast information and which bring much thought to those to whom they are addressed.

Tonight he is not to have the opportunity of asking questions, but we are asking for his advice in connection with this great war. I have pleasure in introducing Sir Robert Falconer.

CANADIAN UNIVERSITIES AND THE WAR

SIR ROBERT FALCONER

President of the University of Toronto

It is a unique honor and privilege that you have conferred upon me in asking me to be present tonight and to say something upon the work of the war as conducted by the Canadian universities to such a distinguished audience as is gathered in this magnificent hall. It is a pleasure to come for the third time to Albany; I was in this hall on the day of its opening. It is a pleasure to visit American universities and to learn from their vast energy, their magnificent scholarship and from the preparations that they make for the building up of their youth in character. It is a pleasure, I say, to come at any time, but to come on such an occasion as this is a double pleasure, and to have had the pleasure of listening to this powerful and penetrating indictment by Doctor Henry Van Dyke is a privilege that I shall never forget.

Before I begin to say something on the subject you have asked me to speak about, sir, will you allow me to convey to you of The University of the State of New York the greetings of the University of Toronto, one of your nearest neighbors, and I think I may say also of the Canadian universities. Allow me

also, sir, to report to you that your American students, and other soldiers who to the number of one hundred or more are drilling on the campus of the university, are in very good health. Will you allow me to say, sir, that they impress us wonderfully by their magnificent physique, and that all who see them realize that their entry will astonish the enemy by the powerful blow which will be struck by these soldiers of yours when they get to the front. It is a moving spectacle to look out from my windows and see these men of yours in your uniform drilling on the campus of the University of Toronto after they have spent the night in the buildings of the University, taking their place under the direction of British officers, side by side with our Canadian graduates, all for the same purpose — a most moving and most magnificent spectacle.

You have asked me to speak of the work of the Canadian universities during the war. Before doing so, or to lead up to that, I should say a little about the position that the universities hold in Canada.

In all there are twenty-one universities and colleges from Atlantic to Pacific. Some of them are more than a century old; others are younger, powerful state universities springing up with fine endowments, large attendance, and the good will of the newer provinces behind them. In these universities and colleges there are in ordinary times some fourteen thousand students in attendance each year, of whom about ten thousand are men and four thousand women. These students come from every section of all the provinces, towns and countryside, cities and villages, they come from all social strata, but on the whole they represent the good old stock, the solid character of our people. The result is that when anything seizes upon the mind and imagination of the universities it is soon carried to every corner and cranny of our Dominion and becomes the silent thought of a multitude of people, and by degrees it molds them in some measure according to what has been taught in these universities. It was, therefore, of the utmost importance that at the beginning of the war the universities were immediately, in August 1914, turned into schools

of instruction on the meaning of this conflict. Even before the universities opened, members of the staff, some of whom had military experience, others who had not had military experience, set themselves to work to secure training, and they went into drill in order that they might be prepared to train the students when they came back.

From the very commencement in September 1914 the meaning, the inner meaning of this war, was to the best of the ability of our universities set before these students. At once they were formed into military squads. Canadian officers' training corps were established and before the end of December, in my own university, there were over fifteen hundred men drilling without uniform and without rifles, and they had already begun to ask what they should do.

When you bear in mind what I have said about the influence of universities you will recognize that the great decision that was being carried out by thousands of men on the campus was being rapidly transferred to every portion of the Dominion, and when the boy had made his decision there was another recorded at home, silently recorded, and usually in greater agony than on our campus, but a decision that was vital, and that has gone to make the Canadian people what they are today.

The result is that through our universities there has been conveyed from Atlantic to Pacific an understanding of the meaning of this war that I believe is unparalleled in any past war as far as our people or almost any other people are concerned.

The universities at this time have risen to the occasion. They have justified themselves, or rather justified the hopes of those who believe in them, for we who belong to universities so to say by heredity, had been taught to believe that in them a type of character was being created, and had been in the past produced, which when given its chance would arise to service and show that it could grasp essentials and act at once upon principle. The universities are being justified in the action of the last three years.

And there has also been a testing of divergent types of education, as Doctor Van Dyke has said — the Teutonic in which the

state is supreme and bends the individual to its will, and the Anglo-Saxon and French ideal, which molds the individual for public service by emphasizing those things in him that are universal and truly human, and making him serve rather than be a slave, and there is the contrast between the two, Mr Chairman.

To us it has been a matter of supreme satisfaction that our university students, though trained to balance, and therefore in some danger of irresolution, were nevertheless able to balance but did not remain long balancing but took their decision. Education clarified the sight of the heart and gave eyes to the will, and as a result our educated classes have become the leaders of thought among the people and leaders in action. As from the beginning education justified itself, so it has justified itself throughout. At the first, when these finest of our youth sprang to arms, in the long period of horrible, unprecedented experience at the front, as officers of resourcefulness on the field, as men who have won distinction everywhere — it has been proved that education can give intelligent direction to those, today commonplace, virtues of courage and of self-sacrifice which are being manifested in such amplitude, and with such inspiration that we are being carried forward with filling sails on the course of progress for humanity.

Let me tell you in just a few words some of the things the universities have done. I said there were fourteen thousand students ordinarily in these universities, and of these ten thousand are men. Well, of graduates, undergraduates, and members of the staff, there are on active service from the Canadian universities over twelve thousand men today. Of these twelve thousand, six thousand are undergraduates; they have not yet their degrees, and yet we have been giving degrees in the last three years, and therefore you may realize what a drain of undergraduates there has been. Over four hundred are members of the teaching staff, and we have a roll — a rapidly increasing roll — of over eight hundred of those who have fallen; in my own university about three hundred, and every week the number grows. Mr Chairman, you will soon know what it is. Some faculties have lost many more than others. I do not wish to emphasize my

own university, for we are all of the same spirit throughout, and although I have these general figures I may, perhaps, be a little more specific if I call your attention to some of the things in Toronto, simply to illustrate what is happening almost everywhere. Take, for instance, the faculty of applied science. Before the war we had about eight hundred students every year in that faculty. The registration for this present year is about complete and we have one hundred forty in attendance instead of nearly eight hundred.

In the faculty of arts in the University of Toronto before the war we would run to twelve hundred or thirteen hundred men. I have not the full details of all our four colleges in arts, but last spring when I took the registration, there were four hundred forty men in arts. In medicine the attendance has always been larger, but that is explained by the demand for qualified physicians and surgeons, and this year the attendance bids fair to be very good. Medical men are needed very greatly.

The result of this depletion is that the universities, by reason of their patriotic effort, have found themselves in serious financial difficulties. There are no institutions in our country that are really more embarrassed, or will be more embarrassed, than these universities, simply because they have made these contributions to the public weal. They are facing the situation, however, and I yet have to hear that there is anything like collapse.

If you will allow me I shall linger just a little on some details. I spoke about the drilling. You know what that is. I need not linger over it. The infantry came first, but infantry never was a popular arm. Artillery soon grew popular and batteries of artillery have been sent to the front from almost every university. They are often broken up when they get overseas, but they are drilled on our own grounds and afford opportunities for students to get the society of their friends, and undoubtedly their loyalty to the old institution is an aid to them in their military life.

You have all heard, I presume, of the famous "Princess Pats" and the experience that that battalion has gone through.

It has been cut to pieces more than any other regiment. Colonel after colonel has fallen. This Princess Patricia regiment has been reinforced time and again by the students from our universities. Of course the great majority of our graduates and undergraduates have become officers, and they have proved to be magnificent ones, as shown by distinctions of all kinds that are showered upon them.

The medical faculties also have made a large contribution of their own. From six of the Canadian universities, hospitals have been sent to the front. Of these, three are large base hospitals, with between twenty-five hundred and three thousand beds. Ours from Toronto went to Salonica. It was one of the first in there; in fact it reached the base about the time that General Serrail arrived. McGill's went to France. Three small hospitals and three ambulances have been given by other universities. The advantage of university hospitals is that members of the staff who have been trained in the same molds have the opportunity of working together. There is a loyalty to the unit that would not otherwise have been possible; and these men who have been trained together are also supplied by the friends of the universities with an equipment that is very much beyond the average of the other hospitals. The result is that the returns from the university hospitals have been regarded by the military authorities as being more than usually good.

When the soldier returns there is a new problem. We are facing that now. The hospital at home is frequently manned by university people.

In addition there is the problem of reeducation. One of the saddest sights in Toronto today is men without limbs coming by the score, by the hundred, and as one company comes and is dissipated another follows. It is a constant stream. Not only men without limbs but paralyzed men also are unable to use their faculties; and there is no more beneficent work than the effort that is being made to reeducate these paralyzed or wounded men into their old life, and under the direction of the departments of

psychology and physiology, particularly in our universities, a large work of this kind is being done. We have placed many rooms at the disposal of the Dominion Hospitals Commission. One of our psychological staff is in charge. He has visited France and Britain to investigate methods there. He has a large number of individual teachers. Apparatus is made to suit each man. Of course that means a considerable outlay of money, but a fine restorative work is being done, and some sixty men are now under training in our building, and are passed out as they attain a degree of recovery. This gives the men a new opportunity. It begets hope in those who otherwise would have been flung on the pity of a world that forgets all too soon, and I am confident that the lead that has been given in the universities to work of this kind will be found to have far-reaching effects.

Then again the preparation of serums and antitoxins for the armies in action is conducted in our laboratories. The tetanus antitoxin for the Canadian army, antimeningitis and antityphoid serums and smallpox vaccine are manufactured.

One other contribution that we are making, which we are delighted to make and which we believe will have a large and enduring effect, brings us into closer touch with you on this side of the line. Requests have come to us from a great many universities and colleges of the United States to send over returned wounded officers in order that they may give instruction in military matters to the undergraduates in your universities and colleges. We have sent men who are unable to return to the front because of shell shock, it may be, or of some wound that incapacitates them for active service, and therefore have been given long leave. With their experience they naturally will appeal to the generous youth of the universities and colleges on this side who are eager to be in close touch with men who have been in the very thick of things. I think that we have sent nearly a dozen from Toronto, and other Canadian universities have contributed their share. These are living links to bind us together.

This momentous decision of yours has lifted a heavy load off our minds. On this continent we are from now on one. We give

you any experience we have. We have also received from you in the most liberal way possible, and what we have received is only a foretaste of what we are to receive in the future.

Before I sit down just one other reference. This war has brought science to the front as never before. Science may be at the service of the men of war or of the men of peace. Science will serve either quickly. Science has created those wonderful engines of destruction, the submarine and the airship. On the other hand science, by an almost insane paradox, has exercised such prevision that in a way unexampled, it snatches the wounded out of the jaws of death and turns aside disease which in former wars ravaged worse than bullets did.

This accomplishment of science has placed it in a position in the world from which it never can recede. The man in the future who will engage in military affairs, not necessarily a "militaristic" man, will recognize that science must be his chief support for defensive warfare. And of course the man in the street, the man of business, realizing what science has done in this war can not afford to pass it by. In Britain as well as in the United States leading men of science have been called to the service of the state in order that they may give advice, not only as to the conduct of the war but for the purpose of adjusting science to industry.

The woeful waste of the past must be by science in some way redeemed, and the world that has been ravaged must be placed on its feet again by the application of science to industry. Steps, therefore, were taken in Canada last autumn by the government. It appointed a committee on scientific and industrial research, the suggestion for which they owe almost entirely to the universities and the carrying out of which they have entrusted mainly to members of university staffs. We look forward, therefore, to a great development on the scientific side of industry in the future.

As I said a few moments ago, the universities have been reduced financially to a very low condition and one danger we face in the future is that when the war is over and our numbers will rapidly rise and it will be necessary for us to resume our work we shall find ourselves on a very limited income, and the

public may regard us as extravagant simply if in a short time we endeavor to place ourselves where we were before. That danger must be kept in mind. The scientific development, however, will be a help to us. It will enable us, I believe, to rise to an opportunity that otherwise we might have had some difficulty in accomplishing because the man of the world, the man of the street, will admit that money spent on science has been well spent, and we who have anything to do with universities know that faculties of applied science and of medicine are the most expensive.

But after all, we who believe in universities, whether we be scientists or humanists, recognize that universities live by their idealism. And what we ask ourselves is whether that idealism will survive the awful ordeal through which it is going.

When we think of the days that are to come, and of the men who will never return to us, the flower of our youth, for so often the choice man is cut off in a moment, we ask ourselves whether ten years hence we shall have those to fill up the gaps.

You are taking measures in time, you are keeping them until they are twenty-one years of age and training them in your universities. I commend you heartily for this wisdom. But when we ask ourselves about our future, and wonder whether the idealism will perish, we console ourselves with the belief that it is out of sacrifice that idealism is always born, and that sacrifice will today prove itself, even as it has proved itself in the past, a source of regeneration. We believe that as the days go by the youth that are still with us, the younger brothers of those who have gone, and the next generation when they hear of the traditions that we have made in these, the greatest days that our universities have ever had, will feed upon these traditions which we now are making by our sacrifice and by our suffering.

We are creating what no age in Canada has ever created, creating by loss and by sacrifice a new idealism; and as you look back over the past — and do we not all live on the past? — universities time and again have been renewed by their distress and out of their trouble. The years when men have taken their lives into their hands and have gone out for truth and truth only —

those have been the great fountains of strength for universities in the past; and in this day our youth, educated I believe in the right principles, were quick to discern the truth in a great decision, and they rose at once and served the truth, even unto the death, and out of that death we must believe that a newer and a greater future will arise.

REGENT ALEXANDER: We have greatly enjoyed Sir Robert Falconer's address. Happy the country and happy the university which is possessed of such a man and such an orator.

The other day I went to a meeting of the New York Historical Society. The entire proceedings seemed rather dreary, when suddenly we were electrified by a wonderful address by a young man who is here tonight and is on this platform. I do not want to undertake to be a prophet, but I remember many years ago hearing a young professor deliver a historic address in Princeton, and I ventured to remark, and even to record in writing, that that young man would go very far, and now he occupies the White House. The young man who is with us tonight is the professor of history in Princeton University, Robert McN. McElroy, whom we welcome here and wish a great future. Doctor McElroy will now address you.

THE DEMOCRACY OF NATIONS

ROBERT McN. McELROY

Head of the Department of History and Politics, Princeton University

I never hear an introduction like that without thinking of an old Scotch minister, a friend of my father's, who, whenever anyone praised one of his sermons, said "Hoot away wi your fire; I hae tinder aboot me."

Doctor van Dyke's glowing tribute to the future of the German kaiser recalls to my mind an interesting visit which I made a few months ago to Marquis Okuma, at that time prime minister of Japan. In our conversation some reference was made to the kaiser, and he said "The kaiser claims to rule by divine right,

but my belief is that the God that crowned the German kaiser is the devil."

I have been during the last year wandering up and down the wonderful stretches of the great continent of Asia, studying those most interesting people of the Orient, the Chinese, who have had a political existence dating back to the time when our ancestors, of whatever race, were in a state which could hardly be called civilized. I have watched those gentle orientals in their long blue robes, dreaming in sunshine and shadow of the type of institution which they hope to realize, which we have inherited from our ancestors with no effort of our own, but which we can no longer keep without real and desperate effort.

In China I was told of an ancient emperor, famous for filial piety, the greatest virtue in the Orient, who resigned his crown in order that he might avoid the disgrace of reigning longer than his grandfather. I am carefully watching the time in order that I may not commit the impiety of speaking longer than the distinguished gentlemen who have preceded me: and their speeches seemed to me alarmingly brief.

When Doctor Finley invited me here I informed him that I had a very important engagement in connection with the campaign of patriotism through education and could not possibly be here, much to my regret. The next day I had a telegram saying, "I have scheduled you." So I accepted for to-day and he scheduled me for to-morrow.

I have always felt that if I ever had the choice of a king by divine right I should choose Doctor Finley and obey him implicitly. But I shall never choose a king by divine right, and I shall never serve a king by divine right.

There was a time, and a not very remote one, when the profession of a scholar was supposed to be a profession involving cloistered seclusion. We know now that academic and cloistered seclusion is a thing of the past. The place for a scholar, and the place for a teacher and student, is in touch with the processes which are coursing through the nation in which he lives, and through that larger nation which is being knit together out of all

peoples who believe that there is something in the world higher than nationality.

In the great slave debates of 1850 a young man arose in Congress and declared his belief that there was a law higher than the Constitution. So likewise there is a law that is higher than nationality. It is the eternal truth that there is a real difference between right and wrong, and that the weak cripple, if he has right on his side, is entitled to all the protection that the civilized world can command. We are just beginning to realize that the same is true of nations, that the weakest nation, if it has right on its side, is entitled to all the force that they who believe in ideals beyond nationality are able to put behind it.

It is gradually dawning upon the people of the world that there are no national barriers between the truly educated. Education is nationalization for citizenship in the world. The really educated man knows no barrier of race or nation or creed. He is intent upon the problems, not of his own community alone, but of the great world of which it is a part. We are just beginning to understand that education gives a man or a woman a title to the international citizenship that has always been enjoyed by the genius. The educated man or woman should sweep a horizon that is broader than the individual, whether it be of men or of nations. The service which is owed to the world by an educated person is not confined to the family, to the college or to the nation. He is bound "to yearn beyond the sky-line where the strange roads go down." The phrase that "the east is east and the west is west" is already out of date. The east and the west have met. They are meeting. The ideals of the west have touched the vital energies of the east, and our children will yet have to reckon in the markets of the world with that great people who are just struggling into the light of free institutions, in the Orient. Longitude diminishes as you approach the poles and ethnic narrowness and race prejudice should diminish as you approach the poles of education.

This does not mean that there will ever come a time when we can dispense with nationality. Nationality is personality in the

terms of the nation. The time will never come when the world can afford to do without personality either in individuals, or in nations. But the time has already arrived when we may dispense with those national prejudices which are the inheritance of an age of provincialism, of an age when men did not see beyond their own immediate communities.

Someone has defined democracy as "the ability to recognize values objectively, to see that the pleasures and pains of one's neighbors are as real as one's own, and thus to work for liberty and equality and fraternity." We now begin to see that democracy between nations has the same essentials, the ability of nations to recognize values objectively, to see that the pleasures and pains of neighboring states are as real as our own, and thus to work for a nationalism which subscribes to the doctrine that above every nation is the higher law to which every sovereign must bow. That is real internationalism. When men begin to think in terms of the rights of nations, the day will dawn when we shall be really able to establish a concord of nations and an international court. But so long as there exist nations that regard it as impossible to conceive of anything higher than the will of a single sovereign nation, it will be necessary from time to time for the Life Guards to act. America's entrance into the war is no concession to the ancient and accursed doctrine, that might makes right, which permeates Prussianism, as Doctor van Dyke has shown, from its very dawn — I was going to say to its very end — which God grant is almost here.

This new philosophy of internationalism breathes the spirit of America. We are not a race. We, as a people, can cherish no racial traditions. We are of the blood of every nation and kindred and tongue, united only by common interests and common ideals. If the President had summoned this nation to rally around the banner of Anglo-Saxon liberty, millions of polyglot voices would have answered: "We are not ready to die for Anglo-Saxon traditions." If he had called us to fight for German Kultur, another million voices would have declared: "We do not acknowledge the divine right of the Hohenzollerns to rule

over us." But he appealed to our common ideals, and our response is a body of polyglot heroes in khaki, marching to "make the world safe for democracy."

Listen to the words in which the President has attempted to formulate, and I believe successfully formulates, the ideals which today are seething in that vast community which we call the American nation: "Those who toil here for home and wealth and better things, whose lifted eyes have caught the vision of a liberated world, have said that of the policy of blood and iron there shall be an end and that equal justice, which is the heart of democracy, shall rule in its stead."

"Next to knowledge," Confucius taught the Chinese people, "is sincerity of purpose." America has claimed and has held up before all people ideals, the highest that have ever carried a people into a war. The question remains, will the people of this great republic prove their sincerity of purpose by serving those ideals, in disregard of every other consideration, in disregard even of those ancient, ethnic prejudices which tug at every heart although we know that pure races no longer exist. Only by remaining true to those ideals can we be loyal to the best traditions of our ancestors who, if they were worthy, belonged in that select company of high souls who dreamed of a liberated world, whether in England, France, Italy, Russia, Spain or Germany.

Ideals of patriotism in the history of political science have gone through interesting stages of development. The first form of patriotic emotion was family affection, the love of primitive man for his immediate family. These were his only care; and when a stranger came skulking into the community he was regarded as a dangerous enemy, who must be kept at a distance and looked upon with suspicion, as an alien, hostile to the interests of the family. Then, as the years passed on, and generations succeeded one another, families began gathering together into what we call clans, and there developed a higher loyalty to the clan, which in no wise interfered with the loyalty to the family. And then, as the clans gathered into nations and races,

men began to realize that one may be loyal to his family and to his clan and also loyal to the higher patriotism of nationality. And even before this great war had come, the advanced thinkers, who always blaze the way in the progress of civilization, were beginning to recognize that among nations it is no more reasonable to regard every member of another nation as an alien and a natural enemy than it was for the primitive man to regard as his natural foe the member of another family or of another clan. History has shown that we may be faithful to the clan without sacrificing our loyalty to the family, and faithful to the nation without sacrificing our clan loyalty. We are now called upon to prove that we may be faithful to the ideals of internationalism without deserting our nation.

An ancient Latin proverb says, "What is not good for the hive is not good for the bee"; and what is not good for the nations of the world in the long run is not good for the individual nation. President Wilson, when he took the oath of office as President of my own university, made an address which he called "Princeton in the Nation's Service." If he should re-frame that title today he would undoubtedly say, "Princeton in the Service of the Nations." The words are the same, but the one form puts the nation first and the other form puts service first, and there is all the difference in the world between those ideals. If we are to serve the nation, we must serve the nations, for what is good for the hive is good for the bee, and nothing else is good for the bee. The surest way to serve the nations is to hold up before them the highest possible ideals and then prove our faith by our works.

An American statesman was once asked to define the difference between a statesman and a politician. He said, "A statesman is a politician who has been dead for forty years." That is the definition of a cynic. But there is a real difference between a statesman and a politician. A statesman is the man who takes the long view, and the politician is the man who takes the short view, of events as they come before him. The short view says "Exploit the nation which is our neighbor and make it help to

fill our treasury." The long view says, "What is good for the nations is good for the nation, and only that."

The statesman's view should always look to peace with justice, but peace with injustice is worse than a just war. The reason that we dare not talk of peace today is because this fearful Prussianized Germany, which has been so glowingly described, entered this war as sixty-eight millions of people, thoroughly trained for the task of conquering the world; and while we slept the sleep of the neutral they went far in the direction of accomplishing their aim. Today, instead of sixty-six millions, Germany controls about one hundred seventy-six millions. If we allow terms of peace on any conditions, except victory for the allies, we are only inviting militaristic Prussia to take time to organize this vast multitude, as her sixty-six millions were organized before the war, and when that is done, the world will be lost by default; and the conquest of the world by the forces of reaction and barbarism will not be the fault of Germany alone. It will be the fault of those nations who did not have the courage to follow the star of their destiny and to fight the battle until the victory was won.

Peace with justice is made easier in this world every time a nation accepts democratic ideals, and more difficult with each new victory of predatory autocracy. Strong and efficient nationality in the small states enables the small states to contribute their part to solving the great political problems of life, and if you will look over the pages of past history you will see that contributions to civilization have not been measured by strength of arms or by wide sweeping territory, but by ideals.

It is not in the interest of the nations of the world to destroy one single nation which might, if saved and left free to develop, add one new thought to the solution of the great and perplexing problems of life. The idea under which the American colonies were established was that colonies exist for the benefit of the mother country. As a nation we have discarded that theory, as the little island of Cuba bears witness, and as the Philippines will some day bear witness. We now believe that colonies exist for

the benefit of those who inhabit them, and for the sake of the contributions which they can make to the great processes of civilization.

With the nations devoted to the new ideals of the law that is above nationality, education becomes a prime essential of all government and of all political development. Education indeed is the only possible way of making the world safe for democracy. We may win victories; we may march in triumph into the capital city of Prussia; but democracy can be safe only when victory guarantees the good, not of our own nation alone, but equally of all nations, great and small.

THIRD SESSION

October 19, 1917, 10 a. m.

VICE CHANCELLOR VANDER VEER: The general subject for this morning is, "What Shall the Professional Schools, Colleges and Universities Do." It is one of great importance and one whose analysis is being made in such a way that results are now being realized, particularly in the professional schools. The first address is "Safeguarding Our Education," to be presented by one of our well-known educators, Chancellor Richmond of Union University.

SAFEGUARDING OUR EDUCATION

CHARLES ALEXANDER RICHMOND

Chancellor, Union University

I am going to assume a privilege which perhaps I have no right to assume; it is the privilege of speaking away from my subject. At such a time as this any technical treatment of any subject, it would seem to me, would be more or less nonpertinent, if not impertinent. And what I have had in mind in the preparation of this address is a concern for certain principles or tendencies which are underlying some modern educational movements and, if you do not object, I shall perhaps have something to say by way of illustration from that outstanding illustration furnished by our friend, the enemy.

There are certain interests in this as in every nation which, by common consent, we look upon as paramount. Among them we would name our laws, our government, our education. And to foster and safeguard these interests we adopt certain policies or lines of conduct. But back of all this there is, or should be, a philosophy clearly understood and finding expression in definite, controlling principles. There is all the difference in the world between the man who approaches important questions from the point of view of expediency, and the man who approaches them from the point of view of principle. Our great disasters in gov-

ernment, in society, in education come usually from entrusting these vital interests to men who choose expediency before principle, either because they are incapable, as sometimes happens, of distinguishing one from the other or because they are — and this happens more frequently — too cowardly to face the unpopularity which often results from choosing a principle rather than a temporary expedient.

But in any line of conduct which may be called a policy, the question to consider is not the immediate but the ultimate, not speed but direction, not how fast are we going but where are we going. We have had a good deal of joy riding in this free republic, in the range of government and industry as well as in education, and it may result, as such happy excursions often do, in the wreck of the car — the hospital for some and the jail for others. The off-hand solution of problems involving human life in large relations is not to be looked for. The specific which promises instant cure should be rejected as quickly and as promptly as the fraud we see advertised in certain newspapers in respect to cures for diseases. Ignorance, disease, vice, violence, injustice, can only be conquered slowly — or to put it positively — intelligence, health, virtue, justice, peace, human brotherhood, are to be won only by long and patient struggle. It is trench warfare, a foot at a time and then dig in and hold your gains. But we must know what we are fighting for, we must have a philosophy of life and we must give our answer to the question, What are we here for? And we must have not only the knowledge of good and evil (which was furnished very long ago through the mistake of a certain ancient female) but the wit to discern them, the one from the other. And we must have the purpose, the good purpose, to choose the one and to reject the other.

And so in education, for education is, after all, the whole story; we are dealing with human life in its larger and more important aspect. In laying out a scheme of education for the young we must know what we are aiming for, and to know that we must have settled in our minds whether man is only a stronger kind of animal — a great blond beast created for plunder — or

whether man is a spiritual being made in the image of God and created for service. That is the first question.

At present we are all clamoring for what we call a practical education. Sometimes we gather it all under the term science, using the word unscientifically and narrowly, as an applied and practical knowledge for immediate material use. And I would ask you to keep in mind that distinction; because anything I may have to say about science is not a criticism of pure science, or science rightly so called, but of science as confined to some effort for material advantage. More often we call it education for efficiency. The results of that kind of a policy have been astonishing — no less in what has been accomplished than in what we have failed to accomplish. We have increased in wealth and added to our physical comforts. Certain kinds of knowledge are more widely diffused, life has been made easier for many and the span of years has been slightly extended. On the other hand, we have created new wants and invented new diseases. We have become not more independent of our environment but more dependent. Life has become more sanitary but it is not a bit more sane. We are more lavish, we are less frugal. We are smarter than our fathers but not wiser. Science has taught us how to save life and how to destroy it. In one year it has destroyed more lives than it will save in many years, and these of the best. Whether science will eventually prove to be the friend or the enemy of mankind depends not upon science itself but upon the principles of religion.

We have had now something like fifty years of an education which has become more and more absorbed in studying and applying the powers and processes of physical nature. So far as it has applied to man it has been as an interesting and highly diversified animal rather than as a spiritual being. When we count up our gains and estimate our losses we are often perplexed to know on which side the balance lies. Certain large promissory notes have not been made good. Many of our profits are paper profits and not a few of our securities have gone bad. She has promised us civilization; she has given us physical

comfort. (I suppose it is fair to say that the most highly efficient nation in the world today is the most uncivilized; that the nation that has gone the farthest in applying science is the nation that has gone the farthest backward toward barbarism. That is worth thinking about.) She has promised us emancipation; she has given us efficiency. She has promised us content; she has given us more discontent by multiplying cravings which she does not and can not satisfy. As for the promise of happiness, that note has certainly gone to protest. The fault is not with science, but is our own. We have been asking her to give us that which was not hers to give and can never be hers to give.

We have seen the system worked out most completely in a great nation which once we all admired and loved; I mean Germany. Nowhere has it been possible to bring all the elements of the national life under such perfect control, and to set the current of thought and education running so consistently in one direction. For forty years or more this current has been turned without variation or loss of energy in the direction of applied science — science applied to a certain, definite and particular object — and her success has been unrivaled. She has made advances proportionately greater than those of any other nation on earth, and has added enormously to the developed resources in many branches of human knowledge, especially in the application of science to industry and to destructive warfare. She has reduced poverty, organized relief, established a certain order in government; in short, she has applied the scientific method, with characteristic courage and thoroughness, to every range of life — high and low — throughout the whole empire. The spirit of that nation may fairly be described as the spirit of efficiency, speaking always in the restricted sense. In the meantime, the character of that people has been changing under this education. Is it better or is it worse? Is the German nature, as we have seen it, more respected or less respected than it was a generation ago when *Gemüchlichkeit* was more regarded than scientific efficiency, before culture became *Kultur*, when she was poorer and not so proud? Has she gained in clear-sightedness, in per-

spective, in appreciation of the virtues and achievements of other nations? Has her education made her more humane, more chivalrous, more sympathetic, more civilized? Has her search for scientific truth made her more truthful? It should, but has it? Is she more regardful of the rights of others, more scrupulous in keeping faith and in respecting treaties? Or has this discipline to which her people are submitted from early childhood tended to make them hard-hearted and arrogant and self-sufficient?

These are questions we have a right to ask. There were many enlightened Germans who thought so even before the war. A few months before the present war one of their influential writers bitterly attacked the Prussian policy of education. He declared that it had crushed spiritual aspiration and destroyed the genius of poetry. "What is Germany of today?" he asks, "An arsenal, a stock exchange, a monster hotel, a mad-house." A very famous German scholar, known throughout the world, and a most ardent defender of his country (I mean Professor Hugo Münsterberg) told me early in 1914 — he had recently come back from Berlin and he was staying at my house where we were talking very late at night when men are apt to speak familiarly one with another — he told me that his nation was becoming hard and commercial; that her prosperity had affected the character of the people, and then he discharged this bomb into our civilization. He said that they were copying all the worst vices of America. I replied that we had some that we thought we could contribute. But if they have copied our vices they have exceeded their masters in these very vices. A generation ago Germany had a peculiar place in the affections of the whole world. Unhappily it is no longer so. She has succeeded in alienating every nation that is not immediately dependent upon her, and this change could hardly take place if there had not been some curious change in the national character resulting, as many believe, from following false prophets and, as some think, from pursuing a narrow and one-sided policy in education.

I have chosen this example because it is the great outstanding illustration before the world today, of a certain type or policy of

education. It is not enough, in my judgment, to say that these people are led by a small group of plotters, men who are hoodwinking the nation for their own advantage. It is at this hour of the day, it seems to me, rather a fallacy to try to distinguish too definitely between the German rulers and the German nation. But no system of education and no policy of government can be efficient that conceives human nature as a kind of a machine. The most necessary thing in this world is to learn to understand the other man, to get his point of view, to understand how he thinks, to understand how he feels. That is the basis of all success in industry, of all success in business, of all success in education, of all success in government, of all success in religion. We must learn to understand the other man, and for a nation it is absolutely indispensable. To fail in this is to fail in everything, and the failure of Germany to understand is the real source of her trouble. If she had understood she never would have entered this war. It is not so much her arrogance, her overwhelming ambition, her lust for conquest — we could get along with all that — but the thing we can not get along with is her stupidity. It is the wonder of the world today.

She has guessed wrong every time she had to guess. You would think that by the doctrine of chances she would guess right once, but she never has guessed right. She guessed Belgium would not resist, but Belgium did resist to the very death. She thought she would get to Paris in a month; she never got there at all. She thought England would not enter the war, but England has been there from the very first. If England had not been there with her fleet, God knows where we would have been by this time. She thought Ireland would revolt, but Ireland was loyal, except in a very few instances. She thought the English colonies would revolt, but the English colonies have been the pride of the Empire and when a German soldier sees an Anzac or a Canuck he throws up his hands. Some time ago I saw a Canadian woman who told me her two only sons were in service. One, in the Queen's Own, had been wounded three times; the other son, she had not heard from in months. I asked her, "How do the mothers feel about

this?" "The mothers we are sorry for are the mothers who have no sons to send." That is the answer of the colonies. They thought India would not remain loyal, but India is the most intelligent nation in the world in some respects, and do you suppose they are going to exchange the rule of Great Britain for the rule of the Hun? Not much. They thought that the Mohammedans would take up arms for the kaiser, who proclaimed himself to them the "leader of a holy war." God save the mark! But only the scum, despised by every decent Mohammedan (and there are many millions of decent Mohammedans in the world) joined them. The rest would have nothing to do with them; on the contrary, hundreds of thousands of Mohammedans are fighting on the side of the allies today. There was another guess. They thought that the Zeppelin raids would produce a reign of terror in England. It has steeled their hearts and made the task more difficult. They thought that the submarine would starve England, but it has not been able to starve England and we are going to help prevent it. They thought America would not fight. Well, I have a vague notion that America is going to fight. They thought that the German-Americans would rise up and stab us in the back. The kaiser said to Mr Gerard, as he himself tells us, that there were five hundred thousand Germans in the United States who would rise up against us if we entered the war against him, and Mr Gerard, an intelligent man, had a flash of supreme intelligence when he said, "There are five hundred thousand lamp-posts to hang them to."

No, they have guessed wrong every time. What does it mean? It means that they do not understand. And you know that that is vital. That is not only their sin, but their punishment, for, mind you, it is not only the wicked that will be cast into hell fire, but the stupid as well. And when we put this thing all together, what does it mean? What is all this Prussian efficiency? Why it is the most stupendous waste, as well as the most colossal blunder, since the eating of the apple in the Garden of Eden? They have exchanged the substance for the shadow. They have exchanged the future for the present. They have

exchanged ultimate good for immediate gain. They have exchanged respect for contempt, they have exchanged the soul for the body. You remember the cartoon that appeared in *Punch*, where the kaiser is standing touching King Albert of Belgium on the shoulder, as he looks out over the devastations of Belgium, "See, you have lost everything" and the Belgium king answers, "No, not my soul."

Indeed they have simply repeated that old tragic bargain, if you can call it a bargain. It was rather a bunco game that Jacob played on Esau; but it is the old tragedy of selling a birthright for a mess of pottage; and the strange thing is they are not even going to get the pottage. We may call Germany today the Esau among the nations. And we in this country have been admiring all this as a good thing. We have been envying Germany not merely the method of education of her children but we have been envying Germany her efficiency. Now we are beginning to see that the thing that we have been desiring is the mother of so much that is base and foul. We have been obsessed with the German education; we have called it progress; we know now that it is a turning back of the clock, a return to all that was worst in the dark ages. We have accepted it uncritically, the blind following the blind. We have not discriminated between the method — the patience, the care, the thoroughness, the system, the good points of the process — and the essential brutality of the philosophy that is under it. We see now that the German discipline, to which every child in the empire must inevitably submit, has not tended to liberate the mind but has rather resulted in a kind of slavery both of the mind and of the spirit — a slavery as absolute as the sacerdotal slavery of the Middle Ages, and more abject. I say just as absolute and more abject, for that at least furnished an atmosphere in which the wings of the imagination might spread and soar and where the spirit might find a certain exaltation and expansion. There must have been some liberty of the mind and of the soul in the ages that could produce the paintings of Giotto and Cimabue, and the cathedrals of Chartres and York Minister. We can not do that now!

We are constantly boasting of our freedom. We measure human progress by the advance of what we call liberty. But we may as well know what we mean by that kaleidoscopic word. It means, chiefly, to get and to gain, and license to do what we like, it is a measure of barbarism and not of civilization. But if it means the liberating of the spirit from the gross appetites and passions of the flesh, the disentangling of the ethereal and heavenly in man from the brutish impulses that clog and enmesh, that lead men to seek only for power, and prevent the soul in its upward flight, then it is indeed a measure of civilization and of essential progress.

It is the subject of Gargantuan mirth to see the use we make of our time, our energies, our genius, our resources. We fight and suffer and spend life and fortune to gain liberty and the best use we have for it is to forge new chains upon ourselves. We multiply conveniences and then we grow dependent upon them in a way most inconvenient. And our many inventions grow of themselves into a kind of Frankenstein, in the fear of which we live. Never in the history of mankind has he been so utterly the slave of things. We can not live without them and often they become so oppressive that it seems as if we could hardly live with them. We have lost the art of living simply and thousands of people successful in business and in society exhaust life in the process of living. I am sure you will believe that that is true. All you have to do is to think of your own homes or your schools. How many things we depend upon and how many things can go wrong now and put us out of business! Formerly all that was needed was any kind of a shelter, a good man and some pupils. Now we have to have other things, as the Department of Education knows very well, and they are expensive. The underlying theory of it all — held as I believe quite unconsciously — is that the possession of money will emancipate from the bondage of work and enable us to live free and easy lives, and that this is the goal of human aspiration and the only happiness of which we can be sure. It is a brutish and a very fallacious theory, the proof of which is that it does not satisfy. It takes war, it takes some terrible,

national calamity, apparently, to present this truth clearly to our eyes. We see it now. To make such a theory the foundation of a system of education and to teach our children in the schools and the young men and women in our colleges that this is life would be like injecting an insidious kind of poison into them which would slowly corrupt the blood and in the end destroy all the finer impulses and ideals.

It is not the detail of education with which I am most concerned, but the spirit behind it. We have plenty of men to suggest methods, but what we want is men who will furnish the soul, who will make education a living, vital thing. We have thought too much of methods and too little of principles. The clear purpose of the men who established our early institutions of learning was to provide means to develop the higher life of the nation. Commerce was very little in their minds. They trained large numbers of Christian ministers and teachers and missionaries and when these men went out to make a career their minds were set not upon large salaries, upon fortune, or even upon fame; success to them was the saving of souls and molding into strength and beauty the spirits of men and the elevating, by their life and teaching, of the life of the nation. We should ask ourselves, especially at such a time as this, whether our institutions of learning, higher and lower, are remaining true to these ideals. I do not say that they are not, but let us reexamine and see whether they are or not.

It is no question of subjects or of courses but a question of interpretation of life. A man's life work does not consist in earning his bread, even though most of us spend nearly all our time doing it. Freedom from work does not mean freedom from bondage. For some men the time of leisure is the time of bondage, for this is the time when a man's vices have a chance to fasten their chains upon him. Keep a man well to work most of the time and he will not go very far wrong. What is the use of giving a man leisure if the only use he knows how to make of it is to degrade himself? A man's life work consists in contributing to the sum of human good; in realizing himself as an immortal soul; in emanci-

pating his spirit and developing himself into the divine likeness, and he can do this in any condition of life, as has been proved again and again by the nobler ones among us. It is no accident that the saints of the earth have been among the poor. So I say it is the *business* of education to help man in this enterprise. The very first step in educating a child should be to make him realize that he is a child of God — we seem very much afraid to bring that into our education — that his life and his hope and his destiny are not to be thought of in terms of matter but of spirit, and all through the process he should be led to feel that his education is directed toward making him independent, independent of the tyranny of things, independent of fortune, and of fate — the master of himself and of his passions and powers.

Such a result will not be brought about by telling him that his education is to sharpen his *wits* so that he can get more than his share of the good things. And it will not be accomplished by teaching him to judge success upon a cash basis and to estimate teachers in the professions in proportion to their salary. Such a policy is more likely to produce a generation of needle-eyed, acquisitive men who will no doubt gain a great deal but who, in the process, will lose about all that is worth having — among other things, their principles.

That is why I called this paper "Safeguarding Our Education." This is the road along which certain of our leaders in education are seeking to lead us. I do not believe the great body of teachers are so shallow as to be deceived by them. A school or a college is neither a rolling mill nor a ten cent store. The purposes, the ambitions and the standards are altogether different. Minds are not merchandise and sales and profits are not in our program. The real values in education are the things money can not buy; they can not be turned into money. But they are the things that make education worth while; without them man himself would not be worth educating and the millions of the family would have no more significance than a herd of w grazing in a luscious field, or a swarming mass of ar absorbing nourishment from the interior of an antique

In the account of the victory of the Roman general, Galerius, over the Persian king, Narses, in the year 298, a story is told by Ammianus, a Greek historian of the fourth century, which, as Gibbon observes, proves the rustic but martial ignorance of the legions. A bag of shining leather, filled with pearls, fell into the hands of a private soldier. He carefully preserved the bag but he threw away the pearls, judging that whatever was of no use could not possibly be of any value. There is a lesson in this incident for the utilitarian. Obvious and material use is to him the standard of value, and very often, judging that whatever is of no use can not possibly be of any value, he keeps the bag and throws away the pearls.

My plea today is a plea for the safeguarding of these higher values. I can not see it any other way. If the leaders of education, such as we claim to be, can not see the ultimate, if we can see only as far as the length of a very short nose, how about the rest of the people whom we are trying to educate? I would have our youth taught from their earliest childhood to value above everything the imperishable riches of the mind and the spirit. I would inspire them with the firm belief that they are the children of the Most High, made by Him and made for Him, and I would put this spirit into all his teaching. I would interpret history to them not as a chronicle of the tawdry magnificence of kings and empires, or the sordid story of strife for the world's markets, but as a record of the age-long struggle of man to come to his spiritual inheritance. I would interpret science and literature and philosophy and art and every other activity of the mind as allies and instruments to aid man in this supreme enterprise, and I would teach him to value them all and to use them all in this spirit and for this end. And I would lay upon him, even in his tender years, the obligation to bear his part in this struggle. I would make him understand that his education was no mere tool to carve out a happy fortune for himself, as if the world was his oyster and his sharpened wits the knife to open it. I would have him feel that success for him would be measured by the size of his contribution to the need of the world, and the value of his education

be proved by the strength and riches he could bring to bear upon the world's weakness and the world's poverty. I would teach him to scorn the cheap philosophy of getting on as the be-all and the end-all of life. And so I would save some of this generation of youth, if I could, from the belated repentance of so many of their fathers — Jew and Gentile — who have sold their spiritual birthright for a mess of pottage.

And then I would try from the very first to make him realize the common origin, the common brotherhood, and the common destiny of man. I would teach him to love his country but I would also aim to expand his horizon. I would temper his self-respect with humility; I would expose to him the insensate folly and the essential weakness of arrogance, and so I would save some, if I could, from the prejudice which breeds antagonisms and the narrowness which begets strife.

All this could best be done by the fathers and mothers, I know, in the home. But alas, where are the homes? Certainly there are not so many as there used to be and home instruction is at best a neglected if not a lost art.

It seems clear therefore that the heavy burden will rest upon the teacher in the school. I would see to it, then, as the first duty to the state, that our teachers should be qualified for this fine and delicate work, not so much by pedagogical training as in nature and spirit. I would discard mere cleverness as unfit; I would discard mere technic as unsuitable; I would discard mere efficiency as inefficient for such a purpose, and I would discard mere utility as useless for such a task. No business which can concern the mind of this nation compares in magnitude and importance with this business of education. You can not magnify too much your office. That does not mean that you should become little tin soldiers and exercise a foolish authority, but that in your heart you shall realize the greatness of this business in which you are engaged. I have seen somewhere that nineteen million of our boys and girls are either in school or in college. That is about one in five. Whatever else is imperilled, our education must be safeguarded. It is not merely the most obvious good policy but

it is bare justice to ourselves and to our children, that they should be entrusted only to those persons who are qualified to teach in these higher ranges. And what I call safeguarding our education is this — to prevent our own idealistic America (for of all the nations in the world we are the most idealistic) from losing the vision and making the mistake that we have seen made. My ambition for this nation is not that we should become the richest nation in the world — that is not worth the life of a single soldier boy who has gone from our schools and colleges; it is to make ours a nation that is richest in the imperishable riches of the spirit.

VICE CHANCELLOR VANDEER VEER: As was promised yesterday, this Convocation will likely prove one of the most important in several years. Last evening we listened to three addresses that will go down in history as a record of the time, giving us much valuable thought. And this morning we have begun the exercises with another excellent address. Doctor Richmond is to be congratulated on the masterly manner in which he has called our attention to the educational conditions at the present time.

We come now more particularly to consider the question of professional schools, and I am sincerely sorry that you are not to have the address by Dr V. C. Vaughan of the University of Michigan. I have known Doctor Vaughan for many years and many of you know him, because you have read his very able addresses in regard to the dangers attending the eating of fish and of ice cream. He was the first to call our attention to the toxin that produces such fatal results. Doctor Vaughan has not been able to get away from home and can not be with us today.

Yesterday, at the beginning of the exercises, we listened to excellent addresses in memory of our late Commissioner Draper, and reference was made to the alacrity with which he lent his influence and his strength of mind in the advancement of medical education. One of the outstanding features of the work done during his life, as I look back upon it, was the protection of the medical student. The medical student of fifty years ago could

leave any occupation and enter upon the study of medicine. He needed only to read up the catalogs from the medical colleges in this country. There were no restrictions. All he had to do was to present himself at the office of the college, enter his name, pay his fees, and he was admitted. It mattered not whether he knew anything about the preliminary studies. Frequently his orthography and the letter he wrote to the college were enough to condemn him at the time, but they were overlooked. What did he know about any of the subjects that the medical student of today must know? He has been protected. Gradually this great State led in exacting from the medical student a better education. At first it was but two years of a high school course, then four years, and recently, through the exertion of such men as Doctor Richmond and others, he must have had first one and then two years in a recognized college of arts. He must add to his high school studies a knowledge of physics, chemistry and biology, so that he can go into the laboratory and understand what is done by the bacteriologist who helps the general practitioner in making his diagnosis and in aiding him to reach that point when the patient can be treated intelligently. The diagnosis is the important consideration and our laboratories have done a great work in that direction.

I can show you the spot in this city where fifty years ago there stood a fine, pleasant little cottage which the father and mother had worked earnestly to own. They had six lovely children. The husband was the first to be carried out, dying of consumption, and there followed him within three years four of those beautiful daughters, one after the other, and it was said they died of inherited consumption. It was whispered — I remember it in the talk and consultations — could it have been contagious? Year after year passed by but what was finally discovered in the study was the origin of disease, through the development of the laboratory. From the scientists of that nation which has been pictured by Doctor Richmond as at variance with every nation of the globe, there came the knowledge that these cases developed

germs, that they were contagious, that the daughters who went into the very room and slept in the very bed really contracted the disease through a germ about which we all now know. Tuberculosis has swept away the old story of scrofula and of diseased condition of the blood. We know what it is and we are able to treat it. How many of you can walk the streets of Albany today and recognize a case that you readily recognized twenty-five years ago as a case of consumption? Do you see the flushed cheek; do you hear the horrid cough; do you notice the free expectoration? No, it has been controlled, and through the higher element of education of the medical student and the medical man.

It was my good fortune to be present when the experiments were being made in Cuba in regard to the spread of yellow fever. I shall never forget going into a certain house, containing four rooms. One of these rooms was screened thoroughly. In it was all that pertained to the contagion of yellow fever — the soiled clothes, the excretion, everything that would ordinarily have spread the disease and would have caused those who were exposed to such contamination to develop the disease had there been just one insect present to do it. In another room, perfectly clean, lay a soldier who had given himself to the experiment. There were no screened windows in this room. The mosquitoes could go out and in as they pleased. He was just entering into the first stages of yellow fever, after having been exposed just long enough to the bite of the mosquito. What resulted? That study told us that yellow fever was a disease that was contracted through the bite of a mosquito.

We have struggled many years in treating a disease known as intermittent fever. I was not too young to remember well that, through the Mohawk valley, when the Erie canal was being constructed, almost every family had some cases of intermittent fever. That too was a disease that was spread by the bite of a mosquito. All this has resulted in the development of preventive medicine — a subject upon which Doctor Vaughan has written several volumes. One of his very best recent books is upon this subject.

I can tell you of cases in my early practice where that delightful well, so cool to drink from, had about it the contagion of typhoid fever. And the house fly, which has been allowed to have its own way for centuries, has been discovered to be one of the sources of the development of one of the most fearful forms of fever with which we have had to deal. I can tell you of an epidemic in the city of Albany from which 400 deaths resulted within eight months, due to contaminated drinking water that contained the germ of typhoid fever. Through the work of the laboratories, through the work of the splendidly educated physicians of this and other countries, nearly every form of disease has now been traced to its source.

Today the State of New York stands foremost in regard to professional education. It does not matter whether one comes from France or Great Britain, from Greece or from Turkey, unless he has been instructed up to the point required by the State of New York, and can show evidence of having been graduated from a medical college requiring as much as the State of New York requires, he can not procure a certificate in this State that will permit him to enter the State Medical Board examinations for a license to practise in this State. I think that is something for us as a center of medical education and as a center of education in this State to congratulate ourselves upon.

We have this to remember. Doctor Draper must have seen a great deal of this in his vision. With all this knowledge, have we made use of it? How many of us neglect these principles of preventive medicine that are so well defined and so positively presented? What are we doing with the old tomato can? What are we doing with the gutter along the road? What are we doing with all the causes that produce these various conditions? These are things for the people to remember, and the more information we can send out, the greater good will result.

I shall ask Doctor Downing, Assistant Commissioner and Director of Professional Education, to present the speakers of the morning.

DR A. S. DOWNING: It is very gratifying that, in spite of the telegram from Doctor Vaughan at the very last minute yesterday that he could not be here this morning, the Honorable Abram I. Elkus came in on a late train last night, and that he is entirely competent from his experience abroad as Ambassador to Turkey to tell the professional men what obligations there are upon the professional schools — medicine and dentistry and law — in this country in this time of war. I have more than ordinary pleasure in presenting to you, as the one who can so competently take the place of Doctor Vaughan, Regent Abram I. Elkus.

REGENT ABRAM I. ELKUS: I have been drafted this morning — unwillingly drafted — to fill a place which ordinarily it would be quite impossible for me to fill adequately — the place of Doctor Vaughan. It would be ordinarily, I say, quite impossible, but coming as I do to speak to you after you have just listened to Doctor Richmond's magnificent address, full of wit and humor, of eloquence and idealism, it is a still more difficult task. In fact I find myself facing almost the impossible. No one, however, can refuse in these times of war to respond to the draft, and so I must speak to you upon this subject.

Before I try to convey to you some thoughts about this matter and some of my own experiences with reference to them, may I say a word in complement to something to which Doctor Richmond referred. He spoke of some of the wrong guesses of our friends, the enemy. He spoke particularly of an interview between the German kaiser and Mr Gerard in which the kaiser said that America would not dare declare war upon Germany because there were 500,000 Germans in America who would revolt. I had a very interesting talk with an important German with reference to the same matter. He was even more emphatic and more exaggerated about his notions. He said to me, just about the time things were boiling, "America would not dare declare war upon Germany because there are 17,000,000 men and women in America who are either German or of German descent, and if you should declare war, or pretend to, or intend

to, those 17,000,000 will draw all their money out of the banks, will take and sell all their investments, will go to Mexico and from there will lead a revolution against the United States that will be disastrous to it." Well, I looked at him a moment and I said, "You may be right, but I think you have made a mistake about the number." You know they have not very much idea or recognition of the American sense of humor. So he looked at me very seriously: "About the number? Is it larger?" "No," I said, "I think the number is correct, but instead of 17,000,000, I think there are about 17 who would do that and they will not do it unless you pay their railroad fare to Mexico."

The obligation of the professional school is what Doctor Vaughan was to speak about. There never was a time since education has been advancing, as it has been in these days, when there was a greater demand upon the professional school than there is today in these times of war, and there never was a greater demand upon the graduate of the professional school than there is today, and coequal with that demand and with that request, is the fulfilment of it, not alone by the student and the professor and the teacher in the school, but by the graduate himself and herself throughout not only this land but all the countries on the other side of the world. Never has there been a time in the history of the world when skilled professional training was so much in demand as now. Every man who has received training as an engineer, every man who has received training as a chemist, is welcomed — no, demanded — by the authorities in Washington and at once advanced to a post of responsibility and honor where he can carry out part of his obligation of citizenship to the country. We have witnessed many changes in the professional schools, even in my short connection with this Department of Education and with the University.

Formerly, and I regret to say still, in many of the professional schools, the standard by which the end and the aim were measured was the ability to pass successfully some one or more examinations. Whether that examination was stated and parceled out

by some state board, or by local authority, made no difference. The aim of the teacher and, naturally, the ambition of the student were simply to have the necessary ability, the necessary memory (in some cases) to pass the examination which occurred at the end of the required course and brought with it the qualification to practise the profession which the school sought to teach. Narrow beyond description necessarily must be such a course and such an aim and such an end. But of late years there has come that broader vision with reference to professional education (to which reference has been made by the distinguished speaker of the morning), that recognition that in professional training even more than in elementary and ordinary education there should be adherence to an ideal; that examination is simply a test, to take the place perhaps of one which will replace it in time, which will be a better test of accomplishment; that the real aim of the professional school is not ability to pass examinations but is education itself, is training itself, day after day and week after week and throughout the course so that in the end examination counts nothing but the daily achievement of the student is what counts. The daily achievement as noticed by the teacher, with his greater experience, would be the test of whether or not the professional requirements had been accomplished, if we are to have a real education and a real training in the professional schools, if the end desired is attained, namely, that each graduate of the school is fit to practise the profession which he aspires to practise, not by mere test of knowing so much of the course that has been prescribed, but with regard to the higher ideals which ought to actuate all professions. We are coming to that higher standing, and let us hope that the progress which has been made will continue and continue and continue until examinations, as they are now, will be no more, and the professors and the teachers will say, "This pupil and that pupil have day by day shown their proficiency. They know and they understand the rudiments of the profession. They know how it should be practised; they possess the necessary and the proper training in the ideals of the profession to qualify them for this highest place."

I saw when I was in France but a few months ago what a noble and self-sacrificing work the members and the graduates of the professional schools were doing. I was in one of the great camps, just a few miles behind the firing line, where the soldiers of France are brought after serving six or eight days in the trenches, to be treated and to rest for six or eight days, within call when any sudden emergency arises. I saw those men being treated by professional men. I saw how each man was compelled as he came from the front, after he had been bathed and after he had received clean clothes, to go to a physician, to go to a dentist, to go to an orthopedist and then, after being completely remodeled and remade, to rest and be refreshed so that he might again go forth to fight the battles of his country. It was a wonderful sight to see what dependence there was placed upon the professional men and to see how much was done for all these men by the scientists.

Another great obligation upon the professional man is being performed by him today. We often speak of the work of the missionary and the teacher, the educator, the physician and the nurse here in our own land and in other lands beyond the sea. It was my good fortune, in the country in which I was for many months, to see the work which was being done there by the American missionary and the American teacher and the American physician and the American nurse, and to see the sacrifice and the devotion which they willingly gave to perform their tasks and their duties among the alien people in that far-off land, often amid disease and sickness, privation and hunger, going ahead with that steadfast devotion and that fidelity to duty which have marked them through all the years of their service and for which they should be justly praised. When the Ottoman empire severed its diplomatic relations with America and it became my duty to notify all these Americans who were doing this work of education, caring for the sick, attending the wounded, educating young and old alike, to leave, that provision had been made so that they might go to America in safety and even in comfort, what was my surprise to find that nearly all of that great body

spurned this offer to leave their work, and, true to their devotion to their duty, true to that idealistic spirit, the absence of which we so often deplore, refused to go and said to me, "There is no one here if we go to take up the work which we are doing; there is no one here to educate these children who look to us for help; there is no one here to see that those who are starving will be fed with American generosity; there will be no one left, if we go, to take care of the sick and the alien, the women and the children who need our help, and therefore we will stay to perform our duty; we will stick to our posts and be loyal to the call of duty." And so those American men and women, true to the obligations of their professions in the highest sense of the word, are staying on there amidst sickness, amidst disease, horrible disease, giving out their very lives in the work, and few know of it and few perhaps care about it, but all those who know, I am sure, admire and esteem it.

We all love a hero; all the world proclaims a general who leads a great army to victory; all the people honor a soldier who does a heroic act. If he survives we decorate him with medals and we acclaim his valor; if he dies his memory becomes enshrined as a thing to be worshipped. These men and women many of whom have given up their lives, in the past few years, are performing their duty, yet they are unknown and their praises are unsung. Many of their bodies fill nameless graves, far from their homes, but if I could I would place their records and their deeds side by side with that of the greatest soldier because, while the soldier fights for his country and dies to preserve liberty and honor — and we honor him for it — yet these people too fight to preserve not only liberty and honor but they fight against superstition, against poverty, against ignorance; and those are just as evil forces to fight against as an enemy in battle.

So there we find the graduate of the professional school, performing one of the obligations of that school. But in these times there is another obligation and a duty which they are called upon to perform. Those who attend professional schools have at least an education before they begin. They have a training; they have

a knowledge of history and a knowledge of facts. They stand forth in the community, many of them, as young men and women of standing and promise and therefore have a position of power and influence. And with such a position and training comes an obligation peculiar to these times. It is our duty now, however any of us may have felt before we entered upon this war, it is our undivided duty to present to the enemy, and to his friends and allies, a united front, an undivided sentiment that has no flaw in it, that we stand behind the country and the President in his action in declaring war and in prosecuting a war for liberty. Our professional schools and the teacher and the student have an obligation which measures high: the obligation to preach that doctrine, to preach it throughout the land as they alone can preach it effectively, that the country is true to its traditions, true to its history, true to its ideals; that the country is united and one in prosecuting the war, in prosecuting it as the President has said it is to be prosecuted — not as a war of aggression, not as a war for conquest, not as a war for money, but as a war to crush out those who desire to destroy liberty, to destroy people who think and act and feel for themselves, and a war that shall bring to the world an everlasting peace, which war shall never again disturb.

DR A. S. DOWNING: As representatives of our colleges and universities and professional schools, and of our high schools, you may well feel proud of what the educational institutions of this State and of this Nation are doing in this war. If you will reflect as to who were the leaders that insisted that the crime against humanity and the crime against this country in the sinking of the *Lusitania* demanded that we at once break off diplomatic relations with Germany, you will find that they were college-bred and college-trained men, students of science and economy, who were urging it. The President of the United States forgets that he was a college president, but remember he has a B. A. degree from Princeton. The man who helps him write his notes, without a single quiver of weakness anywhere in their tone, Robert Lansing, is a college graduate. When the President selected a man to preside over the Department of War he chose

Mr Baker, a college graduate. When he wanted a man to go to Russia to deal with the most delicate questions, he took a college graduate. The men who are now talking most effectively for the war are men like Mr Root and Mr Taft and Mr Roosevelt. All the leaders in this war are college men. Who are at Washington today doing the work? When they wanted an assistant commissioner of agriculture they took our former State Commissioner of Agriculture, at the time president of the Iowa State College, Mr Pierson. When they wanted somebody to be a buffer between Mr Baker and the politicians, they selected Dean Keppel of Columbia University.

When a man tells me that the colleges and universities of this country are slackers, he speaks thoughtlessly. If you want to know what the college boys have done, take the roster of the colleges of this country today and see where the sophomores and juniors and seniors are. They are in the ranks, either as officers or as privates. The freshmen classes are perhaps normal, but from 25 to 60 per cent of the college boys have gone. You heard last night what the universities of Canada have done. We, too, need to be proud of our higher institutions for what they have done and what they are doing. Our medical schools are furnishing men. Only yesterday the Board of Regents granted the indorsement of a license of a man in Tompkins county in this State because, whether technically he met the requirements or not, petition was made that he was the last physician in the entire township to minister to the needs of the public and to examine the children in the schools. All the physicians of that entire neighborhood have gone to the war. A surgeon in my home told me that when the physicians from Albany had gone there would be left in this city only one or two men to do the work.

The professional schools are meeting their obligation. Dean Brownson of the College of the City of New York will tell us something of what his school is doing. President Rhees will tell us what Rochester is doing and Father Johnson will tell us

what Fordham is doing, and after that we shall hear from the gentleman from Washington.

Dean Brownson will now tell us what the College of the City of New York is doing for the war.

DEAN CARLETON L. BROWNSON: It is a very great honor to speak at all in this room where so much that is noble and inspiring has been lately said in your presence, and I have but a very small mite to contribute by comparison. My presence here is the direct result of a conference which a colleague of mine at the College of the City of New York and I myself had the pleasure of enjoying with Doctor Finley last Saturday. In the course of that conference we were telling Doctor Finley of one little plan that we had put into operation in the City College for the support of the Liberty Loan. All that I have to say is to that text.

This colleague, to whom I refer, is a New Yorker by birth, a Frenchman by descent, and a man who did his graduate work in France. He is interested in the war both as an American and as a Frenchman, and has kept in exceedingly close touch with all that France has been doing in every line. He it was who told us that in France when government loans came along it had become the practice in the lycées for the authorities to collect subscriptions within the lycées, a sou from one student, twenty-five centimes from another, a franc perhaps from another, and so gather a fund to contribute to the loan. But there was this further idea about it: not only did the contributions that were made help on the government loan, but the total sum that was thus gathered, being invested in government bonds, was then turned over to the lycée for its own use. That idea which we owe, as I say, to Professor Saurel, my French colleague, we were mentioning to President Finley and we are putting into operation now in the College of the City of New York. Most of our students are poor students. We have set our mark at \$1 a boy, without asking any boy who could do better to keep himself down to that. And so we are planning to collect a sum which, if we should keep an average of \$1 a student, will amount to some-

thing above \$2000. Our plan, since we have our own particular need, is to turn over the bonds which we may buy to the library. Our campaign is now in full swing. We have a general committee of forty leaders in all aspects of college life who are doing the canvassing, who are undertaking to make use of the rivalry between classes, who are setting all the fraternities at work and all college organizations of every kind. Our fund is increasing very rapidly and as it does so, the college flag on the college flag-pole (the United States flag floats at the top anyway) is going up toward the United States flag until it shall reach the point of floating at the top with it and so indicate that our project has been successful. The idea that is back of it found so much favor in the eyes of President Finley that, as most of you know, he has spread it among all the schools of the State.

Since we talked with President Finley on Saturday we have one more plan that we devised and are putting into operation, namely, getting our University scholars to help. I do not need to define to this audience what is meant by University scholars. We have about 200 of them at our college. Their first instalment of money from the State will come the last of this month or the first of next month, and a second instalment will come in March. They, it has seemed to us, are in a peculiar degree men who can be expected to respond to the patriotic call and we are simply asking them to put some of the money into a Liberty Bond. Why not? The "why not" in the case of many students is that they are in college solely and only because they have a University scholarship. We still have plenty who are not absolutely relying upon it for support and we have met a very gratifying response to our call to those men to turn the state money, when it comes, into a Liberty Bond. I say when it comes. Of course the Liberty Loan campaign can not wait for that, so some of our highly paid instructors at the City Colleges have formed a syndicate and are carrying, until the time when the State comes to our aid, the subscriptions that our University scholars are making. We have a good many who have engaged to take a \$50 bond, putting in part of the sum when their first

term instalment comes and the rest when the second term instalment comes. We have a great many more who are engaging to take a \$50 bond when the first instalment comes next month and we have others who are planning to put both instalments together to purchase bonds. We are securing them in advance so that they will be ready.

Of course we fully understand that what we may do in this way will not make the difference between the failure and the success of the loan, but we are increasing very materially the number of subscribers to the loan and that, as we gather, is something in which the Government is almost as interested as in the total amount of money contributed. We have thought that there is a reflex action upon homes and individuals that is of the utmost value. We have boys wearing buttons which say that they own Liberty Bonds. They carry these buttons home. The family gets the feeling of being enlisted, of being in league with the Government, and more than that — to go back to the larger idea and perhaps more important in the long run — the family, the boy, all with whom he comes into contact get the notion of saving to help now and later in the great cause. That, then, is the second scheme which I submit to the college representatives for any value that they may deem it to have.

Dr A. S. DOWNING: President Rhees of the University of Rochester.

PRESIDENT RUSH RHEES: I have been asked to say a word with reference to the war work at Rochester. Along with other institutions we have been suffering a decrease in the registration of upper classes. That has been characteristic of all the colleges in the country, and I believe we all feel we would have been disgraced if we were not so suffering. There are some 25 per cent of our seniors, juniors and sophomores, who normally would have been with us this year, who now are serving the Nation in the army or the navy, or indirectly through the Y.M.C.A. war work. We have four members of the faculty who hold commissions in the army or are working with the Y.M.C.A. in army

service. We have a distinct decrease in registration of freshmen, among the men, due undoubtedly in some measure to the draft, although naturally very few freshmen come within the draft age, and due also to the opportunity which is offered in munition factories and other war work for men to render service at this particular time.

In order to keep complete knowledge, so far as it is practicable, of the work these men are doing, one of the members of our faculty started in the summer, and has made and carried on, a roll of honor in which we undertake to keep the address and the rank of every one of our alumni, former students and undergraduates who are with the colors. That list at the present time numbers something between two and three hundred. A number of them are men who were graduated in last year's senior class. This record is revised and republished from time to time — not less than once a month — giving changes of address and additions to the roll. Those who are familiar with the difficulty of keeping information concerning college graduates and former students will readily understand that the roll grows from month to month far more rapidly than increases in army service take place, simply because we learn of men of whose army connection we had not before known and whose names we can then present.

Rochester is one of the few institutions in the country that already has the first name upon the roll of its fallen. One of the members of our student body, who would this year have been a senior, enlisted in the coast patrol of the naval reserve in the spring, under the general arrangement that was made for students to be released to go into the service. He was killed in an accident in Boston harbor in the discharge of his duty.

With reference to other forms of college activity in connection with the war I may say simply that, in common with practically all the colleges of the country, we have offered the services of our scientific men and laboratories for the use of the Government, and, while it is not permitted to say anything with reference to the response to that offer in detail, I suppose it is not improper for

me to say that the offer is practically accepted. When I say practically accepted, I mean that men are working on government problems but in ways that do not invite publicity.

There is a desire on our part to avail ourselves of the very valuable suggestion made by Dean Brownson. Just what it would be possible for our student body to do is a matter of study with us and the suggestion that has been made is distinctly valuable and timely.

I think that probably the largest result of the war upon our college life is the infusion of a distinctly stronger purpose of service in the students as a whole. We have all felt in recent years the insidious invasion of the college atmosphere by a poison (to which Doctor Richmond referred eloquently this morning)—the notion that a college education is really valuable for what the student may get out of it. A man comes to college in order that he may get on faster. I think a new atmosphere is coming in connection with this call to sacrifice. The fact that our men have their comrades and friends at the front, or preparing to go to the front, gives them a new seriousness and enables the college to insist in its education that the object for which education is given and the object with which education should be sought is simply and solely the ability to render more proficient service when every man is called upon to serve. The only question that differentiates one man from another in connection with the service is as to the particular form in which his service shall be rendered, and if we can not at this juncture recover for our college students something of that idealism that used to characterize the rarer and more selected group of students who entered upon careers of college training one hundred years ago; if we can not recover something of that spirit of dedication to ideals, certainly the time on which we have fallen has failed of its ministry. So far as the college men are concerned, I am sure they will not only respond but that they are responding. We feel the effect of this new atmosphere among the men themselves. So far as it is possible for our colleges to serve in specific ways, the colleges are rendering service and are listening with utmost eagerness for suggestions which will enable them to enlarge the service which they are rendering.

Dr A. S. DOWNING: Fordham University, I understand, is doing a service for the country and is represented by Father Johnson, the vice president, who will now speak to you.

FATHER JOHNSON: I feel it a high honor indeed, and it gives me great pleasure, to let you know what Fordham University, in common with all our schools and universities, is doing for our country. I shall be specific so as not to occupy too much time.

First of all, our university is doing its part in sending our young men under our Stars and Stripes. Of the 2100 students we had last year, between 15 and 25 per cent have at present left us and are serving our country abroad or in our training camps. Our ambulance unit (which reached its full number from our own students) after intensive training at Allentown, was the first unit chosen, among the 5000 students at that time — and I may be pardoned a pride I take in quoting the words of the authorities of that camp — “The first unit chosen to go abroad on account of its very great efficiency and excellence.” The unit is now in France and from letters which the president of the university has already received, we know it is doing its duty.

We have representatives from our students in all the various departments of the national service — the officers’ reserve corps, the naval reserve, the aviation corps, and the training camps throughout the country. Furthermore, of the students who now remain, one thousand — and I am not exaggerating the number — are at present engaged in compulsory military drill. We not only comply with the requirements of the state authority in having the boys between the ages of 16 and 18 drill under instructors furnished by the Military Training Commission, but of our own accord we are obliging all other students in the college department, in the high school department and in the grammar schools under our auspices, as well as in the medical department (except those in the senior and junior classes) to take military training for at least three hours a week so as to fit them to be ready when our country calls, to fit them to do their part in defending our honor and our flag.

We also are doing our part in helping the Liberty Loan. Only a few days ago a commission of three, I believe, appointed by the municipal authorities of New York, addressed our boys on this very important question. Many of our boys at once offered themselves as agents among the students, in their own families and for the public at large, to induce all who can, even with sacrifice, to do their part in aiding the country with every dollar which will help and does help to end this war.

And as we heard in the inspiring address of Doctor Richmond this morning, better than all I have said, I think, is this glorious fact, that Fordham University is teaching every one of its students the true and right philosophy that will make them have the right ideal in regard not only to their moral and personal lives but in regard to their duty toward their country. We are teaching them to try to understand (let me use the word "understand" as Doctor Richmond emphasized it this morning) we are teaching them to try to understand the other man, to try to understand what their country means and what their country requires and has a right to expect of them, to try to understand what true patriotism is. And in the addresses of President Mulry, which are made at least once a month to the student body, and in the addresses of the other professors in the various departments I would assure you that we are trying to drive into the hearts and wills of our boys the truest, purest and highest patriotism — patriotism that finds expression in this great truth, that it is not our country that calls when our boys go forth to war, but it is the loud and unmistakable call of the God of battles.

The boy who fails to respond (I met only one who asked me if by becoming a medical student he could escape going to war; but that is not his desire now, believe me) the boy who fails to offer himself heart and soul to our country not only proves disloyal to the flag but proves contemptible and unworthy in the eyes of Almighty God who is the God of the country.

DR A. S. DOWNING: In speaking of college men who are rendering service to the country, I purposely omitted the name of Mr Hoover, whose name is in the mouths of every man, woman

and child, I might say, in the country, and because of Mr Hoover many things are being kept out of the mouths of every man, woman and child in the country. But Mr Hoover, too, is a graduate of a college, and while we can not have Mr Hoover here, he is interested in our work and he has sent to us his representative, a man abundantly able and competent to speak upon the subject of food conservation. I have the honor and pleasure of presenting Mr F. A. Wilson Laurensen as Mr Hoover's representative from Washington.

THE CONSERVATION OF FOODSTUFFS

F. A. WILSON LAURENSEN

United States Food Administration

May I assure you of Mr Hoover's deep appreciation of your invitation to come and address this audience. It was with great regret that he was compelled to refuse, but the burdens of administration which he is carrying these days are so great that his presence is absolutely necessary in Washington. I know for a fact that he is there, laboring sixteen, eighteen and twenty hours a day. Had it not been for that fact he certainly would have been with you on this occasion.

In the matter of food conservation, the Nation is faced with certain conditions both within and without. We are not only concerned with the feeding of the people of the United States of America, or even the North American continent, but we have a certain duty, an obligation toward the people of belligerent countries, the nations who are working with us in this great fight for democracy, and unless we provide them with the necessary foodstuffs it is only a matter of time before they will be bled white. We are not concerned so much with the supply of foodstuffs in this country as we are with the maintenance of prices for those foodstuffs. A few days ago in New York City someone spoke to me on the subject of Mr Hoover and said, "He has done nothing for the Nation since he has been in Washington." I said, "How long has he been in Washington?" He replied, "About a year." As a matter of fact, the food administration has been

in power just sixty-six days today and in that time Mr Hoover has done many notable things. That is one reason why I am glad I am here instead of Mr Hoover, because I can tell you of some of the things he has done and I know he would not tell of them even if he were here.

Had it not been for Mr Hoover's action in closing the wheat pit speculation in Chicago, wheat would be selling somewhere between \$20 and \$25. The other day you will remember reading in the paper of a proclamation under which certain stores were to be licensed, and certain punishments were outlined for any violations of the laws or rules or regulations which were set forth in the proclamation. You will be interested to know that within twenty-four hours after that proclamation was made public in the papers pork dropped \$2.90 a barrel. The speculators are beginning to feel the danger of hoarding and it is my judgment, and it is the judgment of you all, I am sure, and it is certainly the judgment of the administration, that the man or the woman who hoards food in these days for the purpose of raising prices is no more or less than a traitor to his country.

Yesterday morning I received two calls before 10 o'clock saying that people were buying sugar at 15 cents a pound and all I could tell them was simply this: pay 9 cents and no more; and if you pay more, report it. I can assure you that the speculator in this country, the man who, if he is allowed to hoard, will double the death rate, that man will not receive a fine but will go to jail.

The great question, however, is the organization of public opinion. As I see Mr Hoover's work and as I have studied and been with him I can see that he has a more difficult task than the President of the United States, for this reason — he is dealing with 22,000,000 families in the United States of America and he does not propose to use legislation in handling them. He proposes to prove another phase of this democratic ideal. To use his own words, he proposes to show the world, and particularly the central empires, that democracy is a safe proposition from a government standpoint, that with the people of the United States living and operating under democratic ideals of government it is

not necessary in handling them to use autocratic methods of legislation or force, but that they will respond to the right kind of appeal and conserve and save in order to help democracy win this war.

Food has gradually, since the war began, assumed a larger place in the prosecution of the war, until it is Mr Hoover's belief and the belief of others, who know, that food will win this war. Starvation or sufficiency will prove to be the deciding factor in this situation. We ask the people of America not only to economize but to substitute. As I have viewed the situation in New York City and have gone down to the east side in Manhattan and from that district over to Queens, I have come to realize that the people of those sections have forgotten more about saving than we ever knew. They are saving all the time; they are living in an environment where they have been accustomed to live on a small sum, and in that environment they have learned to save. But we say to them, and we say to you, "You can substitute." We can not send poultry abroad, but we can send beef. If every home in this country will save one pound of flour a week it will mean a saving of 125,000,000 bushels of wheat and 125,000,000 bushels of wheat will help win this war. Is there a family in America, outside of the extremely poor, that can not save a pound of flour a week? If one ounce of sugar, or whatever you think of, can be saved in each household every week it will save in this country 180,000,000 pounds of foodstuffs a month. The people of France today have less than an ounce of sugar a day and sugar is necessary for food. We in America are using up nearly five ounces a day. Can we not cut that one-half? It is a challenge.

Mr Hoover said the other day, "Every flag that flies opposite the German trenches is by proxy the flag of the United States of America and the only thing that has kept the battle line from shifting from France to our shores is the bravery of the French soldiers and that great, silent, splendid fleet of Great Britain."

And while we sit here and think of that war we have not yet experienced the sights of Canada. I was in Toronto the other day and I saw boys and men, armless and legless — the whole atmo-

sphere surcharged with the spirit of patriotism. One man touched me on the shoulder and said, "I have a man's job for you. I lost this arm in France. Am I going to pay the price alone, or will you do your share?" Not until we hear the first reports of Americans lost or wounded shall we realize the great issues that are at stake, because today we are not realizing them. They are too far away. They are too abstract. You can not receive these cablegrams from Servia; you can not sit with Mr Hoover and learn of his experiences, and you can not get the dispatches which are coming day after day. And while I shall regret to see that great casualty list which will come to America after our first engagement, yet I thank God that it will come, because it will stir the people of this Nation to a sense of their responsibility and a sense of what the boys are doing. Then they will say, "We will save a pound of sugar. We will use but an ounce instead of four or five. We will cut out candy. We will save our money and buy Liberty Bonds, because those boys are paying the price." When that time comes America will be aroused.

But we must organize public opinion. The people realize that we are at war and that we are being charged high prices and that a great deal of waste is going on; but there are 22,000,000 families in this country and there are 22,000,000 breakfast tables and 22,000,000 dinner tables and 22,000,000 luncheon tables, and what we propose to do in the week of October 28th to November 4th is to canvass every home in this entire Nation and to ask every woman, every person who handles food — whether it be the cook in the kitchen or the mistress in the parlor — to sign a card of membership in the government food administration and pledge herself to follow Mr Hoover's suggestion in so far as her circumstances will permit. We shall then have a great organized force, we hope, of 22,000,000 families, a great organization that will listen for the voice of its leader.

We have appealed to the people of America to reduce their consumption of candy. The people in some sections have responded; others have not. It is a question to decide whether you will insist that Washington, for the sake of democracy, must

say you shall not do it, or whether you will be reasonable and realize that a pound of candy means so much sugar and sugar will feed the peoples of France and Belgium, and see if you can not get along with half a pound of candy.

We conducted an investigation in these table d'hote places where you and I go and pay \$1.50 for a dinner. If you go to the kitchen you will find that the food that comes back after you have picked at it, the wastage on one meal, will feed two people in France on their present rations. And these table d'hote places can not operate if public opinion is aroused and if you do not demand them.

To the men of the families I say, "At least try to be polite to your wives when they try to economize, and if you do not always get beefsteak, sometimes try a little Irish stew, or something of that sort." It is a new job for a woman — her relationship to war. For the first time she has been called upon to do her share. We are not organizing this campaign with men. The only men in this campaign are a few scattered here and there, but through this great country hundreds of women are working. In the city of New York 20,000 women will canvass the homes there, in some places with police protection. The great time of woman has come. She is called on to bear her share. Her man goes forth to war and she does not remain at home to cry or smile. She is engaged in Red Cross work, in selling Liberty bonds, in doing everything possible in a patriotic way.

We realize that one of the great aids to the home is the school. In New York City there are something like 900,000 children in the schools. In a great number of the homes English is not understood and yet these people will have to be canvassed. We are sending to these school children a little piece of printed matter, put up in child language, asking them to tell their mothers and their fathers about Mr Hoover who helped save the boys and girls of Belgium. We believe that if you appeal to the boy and the girl to do something for somebody else you will get a response. I know nothing about handling children in schools or out of schools. It has been told me by educators. But it is the spirit of sacrifice.

We want the support of the schools and the colleges. We want the teachers in the grade schools to tell their pupils about these plans. We want them to tell their pupils something about the ideals of the man who is directing that work at Washington, something about conditions abroad, how by eating their crusts they will make available so much more to help the boys and girls and the armies abroad. We want the teachers in the high schools to speak to their pupils along the same lines, but with a still greater degree of responsibility. Parents say to me, "Yes, we want to save, but we can not. Our men folks are not easy to handle. Our boys in the high school are not easily satisfied." We do not wish a child to be deprived of the foodstuffs which are necessary for the building up of bone and tissue and brain of that child, but we do say that there are a number of things which the child eats and which you eat which can be saved and for which other things can be substituted. We want the presidents of the colleges to do as they have done in the past, to impress upon the students that we have to prove to the world once more that democracy is safe to work with and safe to operate with and to ask them if they will not, in their respective communities and fraternity houses, by persuasion and example, advocate this question of food conservation. I think of the old days in the fraternity houses. I can not believe that the same thing is going on now. If it is, I think it is up to us to see that they have different ideals.

And lastly may I suggest some of the great blessings that are going to come out of this war; for, after all, there are blessings to war. One or two of the great blessings are perhaps the greater spirit of self-sacrifice on the part of the people of the country. New ideals of giving, for instance, are being spread abroad — new ideals of service. As I listened to the college presidents this morning telling of the members of the faculty and students going abroad, some of them with the Y. M. C. A. to minister to their associates, and others going over to fight in the trenches, I have been impressed with the new spirit of service. You may be interested to know, as an example of this spirit of service, that in Mr Hoover's administration of 250 executives every man is receiving

\$1 a year. And they are not patting themselves on the back and saying what fine fellows they are. I have heard some big men in this country say, "If it takes the last dollar I have, If it takes everything I own, everything I am proud of, I am going to stick to this thing until we prove that democracy is safe." Again, may I suggest one other great blessing that is to come out of this war? We must admit that as a nation we certainly have not been thrifty. As a people we have not lived even normally. On the question of foodstuffs we have been decidedly prodigal. We have wasted our substance. We have lived lives which, after all, were taken up in some measure more with material than spiritual things, and if out of this war we are to get new habits of thrift in regard to finance; if out of this war we can get new habits of thrift and frugality in living, and if out of this war we can come to realize as a people that nothing can be accomplished of permanent value that does not have a spiritual basis, then I thank God in some measure for this war. May we not pledge ourselves once more? I am not a preacher. I am a very ordinary business man, but the thing I want to do every day when I learn of these conditions is to dedicate myself on the altar of service, and the thing I feel sure you will do once more today as you wend your way home or to your hotel is to think over the situation and once again dedicate yourself here and now for all time to this great cause of democracy and pledge yourself to show to the central empires and to the world that democracy is safe, that we will die for it, and, what is harder, that we will work for it, we will live for it, we will save for it, and help the great cause to victory.

FOURTH SESSION

October 19, 1917, 2.30 p. m.

VICE CHANCELLOR VANDER VEER: The general subject for this afternoon is "The Secondary and Elementary School Activities." I have pleasure in introducing the Assistant Commissioner of Education, Dr Thomas E. Finegan, who will take charge of the meeting this afternoon.

DR THOMAS E. FINEGAN: As announced by the Vice Chancellor, the general subject of the afternoon is the secondary and elementary schools. It is believed by the Regents of the University, and by the Commissioner of Education, that the present conditions in the country afford an opportunity for the schools to render a great patriotic service, without weakening or militating against the regular formal work which a public school is supposed to perform.

As you know, the entire country at the present time is engaged in raising by popular subscription the second Liberty Loan. It is believed by those who have been managing this Convocation that the schools may render a great service in this particular effort, and for the purpose of giving you definite information as to what the Liberty Loan means to the Government and the patriotic duty you may discharge in participating in this movement, arrangements have been made by which one of the leading financiers of the country is to address you this afternoon.

We have with us Mr Thomas W. Lamont, of the banking firm of J. P. Morgan & Co., who has been kind enough to cancel previous engagements for the purpose of coming here to say a word to superintendents and other members of the Convocation, who have come from all parts of the State, so that you in turn may take back to your constituents something in connection with this matter and enable them also to contribute in this great movement by raising this money.

It gives me great pleasure to present to you as the speaker on this subject, Mr Thomas W. Lamont.

THE SCHOOLS AND THE LIBERTY LOAN

THOMAS W. LAMONT

Overseer of Harvard College

As I look at my watch it is about three o'clock here and over there, somewhere in France, it is eight o'clock in the evening. The sun has set and the stars are coming out, shining down bright and clear on the soldiers of the American army, your soldiers, your brothers, your husbands, your sweethearts, your sons. And here before me is another army, an army that I know is just as anxious, just as eager to fight as that army over there; an army here animated with the single thought, "How can we do our share to make this world again a place where men, women and little children can have enduring peace and happiness?"

Three years ago when this war first broke out, it seemed to America as hardly more than a cloud the size of a man's hand on the horizon; it seemed not a world war, but a European war. How could America, three thousand miles away, be drawn into this struggle? But as the weeks and the months rolled by, those war clouds began to overcast the entire sky and to gather around our own heads, and we saw inevitably that America, too, law-abiding, peace loving America, must take her place in the conflict.

And why was that so? Was it because of the Lusitania tragedy? Was it because our commerce was destroyed, our flag insulted, our sailors drowned? Ah, no! Those were all contributing factors, but there were far deeper causes underlying, as you well know. At first "we saw as through a glass darkly, but then face to face," and this is what we saw: We saw a cruel, rapacious, treacherous government trying to place its impress upon the world, trying to conquer the universe. We saw a horde of Prussians crushing down weaker nations of the globe, as you could crush an anthill under your foot. We saw them murdering men, violating women, maiming children, committing every crime in the calendar and gloating in those crimes. And we began to perceive that if the heroic French, if the sturdy English, if the vigorous Italians, were once overcome, then inevitably it would be our turn

and, unless we could stem the tide, then goodbye to freedom and to liberty in America.

I think that unless we have studied Germany a bit and seen the way they teach their school children, the classes that they bring up — just as you have thousands here that you are bringing up to manhood and womanhood — until we see what they instil into their minds we can have little realization how they regard war and how they consider their relation to the rest of the world.

I have here with me a volume entitled "Out of Their Own Mouths." "Out of thine own mouth will I judge thee," and this volume is made up of abstracts from the statesmen, from the philosophers, from the teachers, from the military men of Germany. And when we read even a few of these, even the ones that I have a little time for today, we begin to realize what this spirit is that pervades Germany today. I do not have to go back too far to have you remember the greatest Prussian of them all, Frederick the Great, who announced this as his program: "If there is anything to be gained by being honest, honest we will be, and if it is necessary to deceive, let us be scoundrels." Frederick the Great was a Prussian, and the pity of it is that he was so great in strength of character, in personality, that he impressed his individuality generations ago on Prussia, and Prussia, in turn, has impressed her personality on the whole German Empire.

Let me read just a few of these abstracts of the things that the school children of Germany have been taught in the last twenty years: "Formerly German thought was shut up in her corner, but now the world shall have its coat cut according to German measure, and as far as our swords flash and German blood flows, the circle of the earth shall come under the tutelage of German activity."

Another quotation, from Nietche: "One must resist all sentimental weakness. Life is in its essence appropriation, injury, the overpowering of whatever is foreign to us and weaker than ourselves; suppression, hardness, the forcing upon others of our own forms, the incorporation of others or at the very least and mildest their exploitation."

You here before me are students of history. It is almost unnecessary for me to quote further, because you are familiar with these things, I take it, but let me read just one or two more. Here is what Stirner says: "What does right matter to me? I have no need of it. What I can acquire by force, that I possess and enjoy; what I can not obtain, I renounce, and I set up no pretensions to indefeasible right. I have the right to do what I have the power to do."

"In one way or another, we must square our account with France if we wish for a free hand in our international policy. France must be so completely crushed that she can never again come across our path."—General Von Bernhardt.

Yes, France must be crushed, heroic France, France bled white, that is standing there today and that has fought our battles for us. France has said that she will die before she will surrender. She will never surrender and, God willing, with our help she shall never die!

This then is the reason that America has gone into this world war, and it seems to me that of all the wars in which we have been engaged this is the one that transcends them all in the principles for which we are fighting, those of liberty and freedom; transcends them all in the idealism that should animate us and make us all the more ready, in President Wilson's words, to dedicate everything we have in us to this struggle. For, Mr Chancellor and Regents, and you here who teach the history of this country, you will remember that this is not the first war that we have fought for liberty. One hundred and forty years ago we fought the war of the Revolution, not because we were lacking in affection for our mother country, by whose side we are fighting today, but because King George the Third and his subservient coterie of ministers would not agree that we were born free and equal with them. It was a war for freedom.

In 1861 again we fought a great war because this country could never endure that one-half of it should be bond and the other half free.

And again in 1898 we went to war, a small war to be sure, but for the same principle, when we held out a helping hand to our neighbor, Cuba, struggling under the yoke of an oppressor which happily since then has fallen upon wiser and more generous days.

But we are in this world war for freedom, war for righteousness, and in that connection I can not help recalling, in fact I shall never forget, the phrase that Mr Balfour used to me last spring when he was here. Mr Balfour, that great statesman, ex-premier of England and now secretary of state for foreign affairs, said " You and we are engaged in this war for the highest spiritual advancement of mankind," and no truer words were ever spoken.

Well then, what can we do? What can you and I do to help in this crisis, for it is a crisis that confronts us. Our Government must have a certain amount of money by a certain time, and you and we and our fellow citizens all over this broad land, from the south and the north and the wide-parted shores of the sea, you and we are the only ones that can get that money for her. Make no mistake about that. Our country has got to have money, and has got to have it in billions of dollars.

Some of us may have an idea at times that a government can create money by a sort of necromancy or black art. Well, measurably and to a short extent, a very brief extent, that is true. But money created in that way, as we have seen in times past, is a species of counterfeit that comes back to plague us and to bring misery and ruin upon us all. No, our Government is just like an individual, because it is just an aggregation of individuals. It is just you and I put together; and that individual at the present time has to pay out billions of dollars more than the income that she is receiving, and she has only two sources of payment — taxes and borrowing.

And do you know how much she has to pay out? Well, she has to pay out, in the year ending next June (the first year of the war) something like eighteen billions of dollars. Of this, seven billions will go to our allies, to be paid back to be sure when the war is over, but none the less to be paid out and to be expended

now in this country; every penny of that great expenditure to be devoted to the cause of making our army and navy more efficient, the rendering of all the real help that we can to fight this war. And as I say there are only two sources of revenue, taxation and this borrowing.

Taxation: the program that the Government has undertaken in that regard you are all familiar with, and, let me say here, that the Congress wisely has "conscripted" wealth to the very limit that it can at this time and yet, as it seems to me, without grievously injuring industry.

And let me say too on this point — for the credit be it of America and for the wisdom of our own Congress — that America is raising by taxation in this, her first year of the war, a sum infinitely greater than was raised in England in her first year of the war, though they are not afraid of taxes over there.

Then this thought again arises, after everything possible has been raised through taxes, then this year we are still left with but three-fourths of the amount that must still be raised. The only source for this is borrowing, and that is what we are here for now. What can I do then to assist substantially and concretely in this situation? Well, Mr Chancellor, I do not know anyone, any group of people more capable, better equipped and more powerful in what they can do for this loan than the people in this department, the educators that are here before me, the school teachers from all over the State. In the first place, you yourselves can subscribe liberally and I know you will. I know you will, no matter how foreign the idea of investment has been to your minds, because now this is a crisis where we can not consider whether or not we can walk along the beaten pathway of our previous lives; we have to go out into new things; we have to conduct new enterprises and each one of you has to subscribe, each one of you, all that you can, remembering this point.

Do not pull your savings from savings banks, for if you do that, then you limit the power of the savings banks to buy bonds. The money you now have in the savings banks is already invested. That should not be disturbed. No, subscribe everything you can

with the money that you have lying idle if there is any of it, and be prepared to borrow. You will find our banks throughout the length and breadth of this State ready to lend you money and to lend you money to the limit. That is what they are for, that is what they must do, just as they have done in England. You must borrow courageously. You must look forward to what you can save in the next six months and then subscribe the full amount, if you do your full duty by this loan. Then after you have subscribed yourselves, you can help your neighbor, encourage him. If you happen to be more well-to-do than he is, hold out a helping hand; but more than everything else, you here before me can help by the missionary work that you can carry on. You are the real apostles of this State. You are the people who can encourage all the citizens of your community. You are the ones to whom they look, as they *should* look, as being able to study affairs, for guidance. You are the ones who can inculcate the right ideas in the youths and maidens of these schools, as you are doing it today.

We in New York City have been wonderfully heartened as we have looked over the program which has been laid out by this Department of Education and have seen the enormous amount of good which that program, carried out, is calculated to perform. But it does require each one of you to take a personal, close interest in this matter and to go forth from this room as a missionary in this cause.

And then, as akin to all this, we must practise thrift. Thrift is not skimping. Thrift is not parsimony. Thrift is rather an attitude, a quality of mind that denotes self-denial, self-control, temperance — qualities that inhere in you all — and thrift is the quality that we must cultivate and practise more today than ever before, because until we stop to think of it, it is hard to realize how barbarous waste is at the present time. We must realize that every mouthful of food we eat, that we do not need, every article of clothing that we buy, that we do not actually require, every scuttle of coal that we burn that we do not need to heat our room, is taking just so much from our Government and just so much from the ability of our Government to equip our armies properly.

The labor that is required to furnish those things that we do not actually need should be turned over and turned over at once to the Government, to help in its great program of transport and munitions-making and cannon-making and high explosive shells, for those are the things that defend our boys over there.

Therefore, I say to you, you must reduce consumption, you must increase production, you must take a leaf from the book of Great Britain, where they found in their campaign of thrift that they had realized a result that was of enormous importance in the advancement of the war. Over in Great Britain, they have fifty thousand war-time savings associations, organizations formed in every city, town, and hamlet in England from John O'Groats, down to Land's End, associations formed to educate, as you can educate, the people to the wisdom and to the necessity of thrift, to the wisdom and to the necessity of putting into government loans the money that comes from saving by thrift.

And then remember — remember, finally, that everything you do in helping this loan, everything you do in showing the children of this great State how to increase subscriptions for this loan, means discouragement to Germany; it means breaking the power of her evil governors; it means the shortening of the war, and shortening of the war means the saving of the outpouring of that fresh, warm, eager blood of American youth. When we think of that, how can we hesitate?

You are all, I think, familiar with Rupert Brooke and know the tribute that he paid to those brave English youth; Rupert Brooke, the English poet, who went out into Salonica and left his life there, and to his comrades who had gone before he wrote this:

TO THE DEAD

Blow out, you bugles, over the rich Dead
There's none of these so lonely and poor of old,
But, dying, has made us rarer gifts than gold.
These laid the world away; poured out the red
Sweet wine of youth; gave up the years to be
Of work and joy, and that uphoped serene,
That men call age; and those who would have been,
Their sons, they gave, their immortality.

Friends, you are the ones here today who can save our dead for us, who can keep that blood from being poured out. Our men over there stand ready today, eager and anxious to give the supreme sacrifice of their lives as these British, and French, and Italian and Russian soldiers have done. It is we who can save a great part of that sacrifice by what we do for that loan today. How can any one of us, how dare any one of us leave this room this afternoon, unresolved that for the remaining period of this campaign, everything that he has in him, of energy and thought and hard work shall be devoted to this great, this noble task of the Liberty Loan, this task that means the saving of America and the saving of the world to Liberty!

DR THOMAS E. FINEGAN: Mr Lamont has presented in a very clear way, some cogent reasons why you should go home and begin an active campaign for the remaining days in which this fund is to be raised. Mr Lamont evidently understands that you superintendents here are the division commanders of an army of 2,250,000 children, and that if you, with your influence and leadership, in the remaining few days will properly direct this great army which is under you, you can make a great contribution toward the Liberty Loan.

Mr Lamont has also touched another very important proposition. He has referred to the question of thrift. He has pointed out some very definite, specific ways in which you may enter upon a campaign in the promotion of thrift. If this Government were not a party to the war, if we were living under the ordinary condition of affairs, no words could be of more importance to the people of this Nation than the words which Mr Lamont has addressed to you upon the importance of inaugurating in this country a campaign of thrift, and that we shall inculcate into the very souls of the boys and girls, who in a few years are to be the future citizens of the Nation, what it means to be thrifty — the value of money, how to earn money, how to save money, how to expend money, so that the child or the citizen may get the most out of his money.

This is only one of the ways in which the University of the State, and President Finley, believe you may render a very great patriotic service. They also believe that without in any way interfering with the regular work of the school, the children and the teachers and the superintendents may utilize some of their spare time in the promotion of the work which is necessary in winning this war, and we have with us this afternoon a man who has given much of his time and energy and ability to the Junior Red Cross movement. President Henry Noble MacCracken of Vassar College will present that phase of the question to you now.

THE JUNIOR RED CROSS

HENRY NOBLE MACCRACKEN

President of Vassar College

I have had a feeling as I sat here and heard Mr Lamont's eloquent address and was conscious with increasing trepidation of my own rapidly approaching fate, that we were really all parts, as in Alice in Wonderland, of another person's dream. You remember that Alice in Wonderland was told that she was simply a part of the Red King's dream, and that if he woke up, it would be the end of her.

I do not know who prepared the program for the other sessions of this Convocation, but certainly the three items of this meeting are the result of a dream of Doctor Finley, and all the work that I have done under the Junior Red Cross has been simply to carry out the suggestion and the inspiration which he has given. It is not too much to say that the Junior Red Cross movement, now spreading rapidly over the entire country, is really a result of the vision and the inspiration of one man, the President of The University of the State of New York.

We are, as Mr Lamont has said, determined in this generation not only to "scotch" but to kill the snake of autocratic dominion as a principle of government. Our every energy is directed toward this. We propose that the issue shall be fought and fought now and settled so that neither for the next generation nor the following nor any after that, need this issue ever be raised.

And to that, you and I are contributing all our effort and all our thought.

But what of the children in our schools? Shall we teach them this thing that we know? Shall we imbue them with hate inoculation such as Mr Lamont told you was done in Germany? Shall we make them a part of our fighting force; teach them that when they grow up to manhood and womanhood they must be a part of our victorious army asserting the right of our state to trample down all other states? I think every educator in this room has an answer to that. We shall not do so. What then shall we do in this crisis in the schools? What is the history of the school boy and the school girl in war time? The statistics of other countries tell us plainly enough. Juvenile delinquency doubles and trebles in war times. We see around us today only too great evidence of the fact that this nervous unrest which steals all over the world in a time of war, has its evil results upon the children's minds. It is only too easy to excite them to riot and crime in an age like this. It is only too easy for them to imitate in their play the soldiers and the pirate. Can we offer no substitute? Is there no way in which we can fill their time and their minds, in which we can direct them, so that something educational and constructive shall come out of it, something which in another generation shall blossom and bear good fruit?

The Junior Red Cross is one answer to this question. It is the response of the American Red Cross to the overwhelming demand on the part of the school children in this country that they shall have some share in that great work. The American Red Cross is a new Red Cross. Its history is an honorable one. It has spent millions to help others in all countries of the world, stricken, devastating, famine-oppressed; it has aided impartially both sides of enemies at war; but the American Red Cross today, the American Red Cross of the last five months, the American Red Cross which in the spring had 200,000 members and today has four and one-half millions of members — this American Red Cross is a new Red Cross. Its war council is appointed like the

President's cabinet, by the President of the United States, who is its president. The Treasurer of the United States is its treasurer. By special act of Congress, it has peculiar privileges in its relation to the Army and the Navy, to the recruiting of the medical and nursing force, and to the wounded and the injured man. In all these it is semigovernmental. The execution and the administration of its work are necessarily highly concentrated, and it necessarily derives from the President of the United States, who is the person ultimately held responsible for the administration in time of war, its power to do things. But upon the other side, this new American Red Cross is and is to become a completely democratic institution, it is to become, in my opinion, an essential part of American life. The hold which it is obtaining now upon the imagination and upon the loyalty of the American people is not a thing which will be lost with this war when the day of peace shall come.

There are many advantages, which all of us perceive, that adhere to it. The American Red Cross is going to be the unofficial arm of the Government, coordinating altruistic endeavor throughout this land, both for itself and for other lands, and I think, that every man, and every woman, who is working in it, sees this vision with complete clearness. We see the advantage of working together; we see the advantage of knowing how our various jobs have grown into the strength and power that they now obtain; we see the advantage that the American Red Cross has secured in being able at this time to call by a sort of conscription of the heart, every and any worker for altruism, who has been engaged in associated charities, in medical work, in nursing service, in public health work, in social service and public welfare work for children. Work for the feeble-minded and all highly specialized branches of education such as the abnormal and reeducational sides, have been pressed upon the Red Cross. I do not think that ever again will these various branches of education, these various influences which give freely altruistic work for the good of a nation, become separated, become forgetful of the rest, become intellectually and morally provincial. There is too much to be gained by the national point of view.

And this is where the school children come in. The Junior Red Cross is the result of a proposition laid before the War Council last July, supported with complete approval by the Regents of this State and by Commissioner Finley. It represents, also, the incorporation of dozens of other plans in partial use in various places throughout this country, notably in Chicago, Columbus, St Louis, San Francisco, New Orleans, Richmond and Boston. In all these places the demand of the school children was met temporarily by some sort of organization, without authority from Washington. Here in this State there was authority to organize a system of having ten children join as one, paying ten cents each, the tenth child becoming a member. It was, however, only temporary; the new plan is intended to be flexible enough, wide enough, generous enough to fit eventually the entire school system, public, private and parochial, of these United States.

The plan is simply to offer to the educational system of any state the opportunity of functioning as an essential part of the American Red Cross without impairment in any way. The officers of the school and of the school system who thus enter the Red Cross are made the officers selected by the State. The principal of the school is the chairman of the school auxiliary. The principal appoints a treasurer of the school auxiliary, responsible to the treasurer of the chapter school fund, who in turn is responsible to the treasurer of the chapter. The district is all that is included within the jurisdiction of the local Red Cross chapter and throughout the country this generally is a county. In each district there is a chapter school committee appointed by the chairman of the Red Cross chapter after a consultation of the school authorities of his territory. This chapter school committee acts as a supervisor. It is intended that it shall consist entirely of such school teachers as have time, special ability and interest to devote themselves more to this work than others could. It is not proposed that apart from that school committee there shall be any supervision or interference with school work, or any entrance into the school of those who are not connected with it.

The money which the children raise for the membership of their school as a school auxiliary must, according to the plan, amount to 25 cents for each pupil. That does not mean that every child is to contribute that sum; the child who is able should do it and should perhaps help others, but in the school auxiliary treasury, there should be an equivalent sum raised in some manner.

After days of working out all the plans that have been submitted, this seemed to us to be the most advantageous and most democratic. But it is provided in the plan that in case there are schools and districts that can not possibly raise this sum, the chapter school committee has the authority to waive the requirement and to admit that school as a school auxiliary pending the completion of Red Cross activities and pending a more complete organization.

It is further provided that in the case of some service where classes can join, but not the whole school, this may be admitted as a school auxiliary pending a more complete organization. We do not desire to keep out any school.

This money raised by the group membership fee is to remain just where it was raised, as a nucleus of the fund that must be raised in order to provide the raw materials out of which supplies for the soldiers are to be made by the school auxiliary. I say the nucleus, because it has already been the experience of some schools since the beginning of this school year that they have already made up supplies exceeding in value 25 cents for every child. And the difficulty in administration comes at just that point. What shall we do with such a school? That problem is referred to the individual chapter. It may be that that school is well able to keep on supplying its own material, raising the money in various ways, the children saving their pennies from the moving pictures and chewing gum and other things; it may be they are able to save it for themselves.

In some places, as in Chicago, the chapter of the American Red Cross has offered to give to any school that becomes a school auxiliary, all the supplies that it can possibly make up during the school year. That is an offer which will cost the Chicago

chapter of the American Red Cross tens of thousands of dollars before the year is over. And yet so great do they count the value of this assistance and the enthusiasm of the school children, that they are willing to make it.

The Superintendent of Schools in Chicago recently told me she had received a letter from the camp commissioner at Roxford, Illinois, in which the surgeon in charge said he would take ten thousand jars of jelly made up, and properly inspected, by the public schools of Chicago in their domestic science kitchens. We have further letters from Colonel Connor representing the value of the work that the boys can do in the making of stretcher poles, which were in great demand and also wood bread trays, and cardboard receptacles in which the jelly is placed. Dipping the receptacles in paraffine, packing them in boxes and many other services can be performed by the boys. The girls in the Chicago public schools, by the thousands, are making surgical dressings and hospital garments. They are knitting different types of needed articles according to the four circulars recently published by the American Red Cross. These are of the latest and most approved designs, and things of which France stands in dire need. It was only last week that a special cable came from France requesting that more energy than before should be placed upon surgical dressings, on account of the great need of them just at this time. I think some of us who have worked in the Red Cross and who have seen the workrooms piled with these things, who thought perhaps that more surgical dressings have been prepared than could be used up by the human race, if they were in the hospital, would think differently. It is not the fact. It costs a chapter like Chicago an immense sum of money to supply the schools in this way and yet they count it worth while.

But there are many chapters of the American Red Cross that could not possibly enter into such a plan. In the smaller cities and in the country the public schools and private schools would immediately exceed the resources of the chapter. Then it comes back to the chapter school committee as to what shall be done, and that is a problem they must work out for themselves. There

are innumerable suggestions that can be made. In one city this week a Red Cross pageant is being given, the money from which is going directly into the school treasury. There are other ways in which more money will be raised than in a single entertainment.

One thing we want particularly to do in this Junior Red Cross is to give the children in this land a chance to see and know the children of other lands. There is a great educational idea. The children in our schools are going to grow up and become men and women with the boys and girls of England, France, Italy, Russia — yes, and Germany and Austria — and they must know them. They can not know them better than to know them now in the way in which they are working and in their needs, and be able to work for them.

We believe that the Junior Red Cross will justify itself during the year if only the supplies which it is going to send to the refugee children, those little children of France of whom Doctor Fitch said the other day that he knew now, having seen them, what it was to be frightened out of their wits — he had seen so many French children actually, literally, frightened out of their wits.

We are going to establish a conduct of humanity and of altruism between our children and children of other lands that must bear fruit when they come to manhood and womanhood and when they take from us the reins of government, and when they build upon this world of ours a new world's league for peace and justice and understanding among the nations of the earth.

But the American Red Cross has not functioned simply in time of war. It has had for years a great peace program, and if this new Red Cross is going to become what I suggested it might, then it has a great mission to do to prepare the children for that future time when in the day of peace the Red Cross shall bring aid to every stricken community and reinforce every valuable altruistic endeavor of men working for one another. To this end in many chapters already special work in citizenship has been established under Red Cross auspices, special training in sanitation and personal hygiene, special training and pride in the com-

munity, courses in first-aid, in the rescue of people drowned, in resourcefulness, in safety-first, training when and how to maintain one's presence of mind in time of danger at critical moments, courses in elementary nursing, sanitation, right feeding and dietetics, preservation of health and personal hygiene. All these things have previously been a part of the Red Cross program. Every one of them has been suggested in earlier Red Cross circles. Today the junior branch of the Red Cross hopes to bring home that gospel of education and instruction to every part of the United States.

And it is largely because of that aspect of its work that President Wilson gave it such complete approbation in his proclamation of September 1915, calling upon the school children and school teachers of the country to see whether this was not the chance for which they had been looking to serve their country. He said in that proclamation that the school was the natural center of the child's community life, that under the teacher the school child will take his place as a citizen in that community. If that be the thing for which we are working, then none of use should fail to encourage the foundation of the Junior Red Cross in the schools of New York. If anything of bitterness or hate has been caused, we are working to free this great educational ideal to the American child — practical service for others in his own process of education.

Commissioner Finley and the superintendents of many states have approved this plan. We have an advisory committee of the superintendents of education, of which Doctor Finley is chairman, and of which the superintendents of California, Georgia, Illinois and Maryland are members. We have the indorsement of the retiring and the new president of the National Education Association. We propose to be thoroughly linked up with the educational system. These men have indorsed this planning not because they have belief that here is an opportunity actually to use the child's skill, so much as a means of relief from the oppressive atmosphere of war time as a means of education for an age which is going to become the critical age of the world's history.

DR THOMAS E. FINEGAN: We have one more number on the program, and I trust as many will remain as possibly can. If any of you had a doubt as to whether or not there was a legitimate way in which you might be in the Red Cross movement before you listened to President MacCracken, I am sure that doubt has been removed, and that there is not a school anywhere in the State which will not be able to do something along some one of the lines which have been outlined by President MacCracken.

We are fortunate in having with us this afternoon a representative of the American Red Cross in France, one who has just returned from that country. He is able to tell you of the exact needs, and it gives me great pleasure to introduce to you the Reverend Robert Davis, who will speak upon "America's Cooperation."

AMERICA'S COOPERATION

THE REV. ROBERT DAVIS

Inspector, American Red Cross in France

I have been a little nervous about speaking to so many superintendents of schools, so in a way it is a relief to have half of them go out.

I have been wishing that the superintendent of our town down on Cape Cod could be here and see me dare to do this.

It is a very serious thing, when you let your imagination play over the whole field, to think whether you really know anything that is important enough to tell to those who can pass it on to two and one-fourth million little children; but eventually some part is going to get down to them.

We are just passing like ships in the night, you going your way and I going mine, and we shall never meet again; but whether I have anything in me that is important enough to try to get into you, that you should pass on, is a question.

There is one thing I think we might without any fear — the field is big enough — try to get into every child about Germany, and there is one thing about Great Britain, and there is just one

thing about the United States; to try to make them understand what is going on in this war, in this whole world, now. It is taking a boat thirty days to cross the water, and on the opposite side of the globe, down there in the fabled Garden of Eden, where God walked, they have taken to murder. To understand the beginning, and to understand the things that are happening, we have to go back a long, long way. In the twelfth century, south of the Baltic sea there was an inland strip roughly 10 by 40 miles. It was governed by a family that had a castle near a little village called Berlin, a family of Hohenzollerns. Even in those days that family was characterized by nerve, boldness, acquisitiveness and a touch of insanity! And always they seemed to have an itch for soil, more and more.

We do not hear very much about them until the great elector Frederick Wilhelm, and we find him combing England, combing all the countries of Europe, to get the tall men to get for him the land that he should occupy.

Then there was his son Frederick the Great, who took everything that he could get and asked no questions, everything that was not so well defended that he could not get it. Everything he could get he took and held, and there was no such thing as right or wrong about it. Just as Mr Lamont read from the book called "Out of Their Mouths," Frederick the Great declared that he had a right to all that he could get and hold. And in the life of that one man, this family doubled the size of its territory by war. Of course they believed in war. War paid. That was the means of getting what they wanted the quickest, the surest, the cheapest and the easiest way!

When it comes down to a time within the memory of all those who were going to school when our Civil War was fought, we find the Hohenzollerns always doing about the same thing. There is a surprising lack of novelty in their technic.

You know you can take a very tame, gentle dog, and you can bait that dog and make him snap. You can have behind your back a club and after you have baited the dog and teased him

into snapping, taking the offensive, you can whip him and scold the dog and say he made the first move. That, from the beginning, has been the motive of the Prussians.

In the year 1864 they wanted land. It is land that is now very valuable to them, since it is their Atlantic sea coast. They cast their envious eyes on two little duchies and a kingdom, Schleswig-Holstein and Lauenburg, and they made war against Denmark. The war lasted approximately four weeks with a result that you can understand when two strong nations make war on a weak state. They got the two little duchies and the little kingdom. Of course the Prussians believed in war. They were experiencing war, living, growing and prospering on it. War, said they, is the cheapest, the quickest, the surest and the easiest way of getting what you want. There is only one thing about war that you must not forget. Success in war needs no argument. War must never fail. So the Prussians got this land from Denmark.

Two years later they made war again. This is called the seven weeks war, but in reality it was declared on the 16th of July and it was over on the 3d day of August — just two weeks. Bismarck had the secret of the needle gun, the breech-loading cannon. That was first used in this war with Austria. It could be shot three times while the old muzzle-loader was being shot once. As a result of this purely two weeks of war the Prussians added 25 per cent to their territory and 25 per cent to their population and they had all the land north of the river Main. Did they believe in war? Most assuredly they believed in war. And why should not they believe in war? War paid. War was the easiest, the quickest and the surest way of getting what they wanted.

And then they tried it again. It was always done by the same method, that of baiting the dog. They never made the first move. They always knocked things up and tossed things about so that someone else in the last desperate stand of self-defense smoked. This war between France and Prussia, which was declared on the 19th of July 1870, was as to who should sit on

the throne of Spain, as if anybody cared who should sit on the throne of Spain! But that telegram from Ems was doctored, the French were insulted and the German people were inflamed and were just pulling on their bits for war. It had to be.

And this time Germany had up her sleeve the railroad and the telegraph that had never been used in warlike operations before. Von Moltke had worked out all the war connections and transportation and intelligence. With the Germans everything moved with lubricated precision. With the French who were not at all prepared, all was chaos. They had machine guns that no one understood, and harness with no horses; they had rations for horses where there were men to be fed, and rations for men where there were horses to be fed. The war began on the 19th of July and ended the 1st of September — just forty-two days, before sick old Napoleon the Third telegraphed back to Paris that he was a prisoner and McMahon and the army were surrounded and had capitulated and Metz had fallen. Forty-two days of war, and as a result of that war the Germans got Alsace and Lorraine, five billion francs and the support of an army of occupation. Did *they* believe in war, these Germans that had been practising it from before the time Columbus discovered America and had grown from a little strip 10 by 40 miles to be a dominant power — did *they* believe in war? What a silly question! Of course they did, because they had been brought up on war and war had served them well. It was the quickest, the surest, the cheapest and the easiest way of getting what they had, and of course there was no such thing as conscience or right or wrong or international law or humanity in the way.

Now, then, naturally, when a people have passed through experiences like that they make a policy out of it, an idea. It is the same idea, I believe, of which Doctor van Dyke spoke last night, the idea that has everywhere permeated — German kultur. It is the same idea that is in this book from which Mr Lamont read, convicted out of their own mouths, that there is to be a great state, a world-dominating state that is going to go like a steam roller over the people, and that everything must make way

for that state and for its advance. Is there right or wrong? No, there is a sort of superethics in a state, a super right or wrong; simply to judge things as to whether or not they facilitate the advance of the state — I mean to hold what I can hold — no right and wrong about it; that was the motto and the ethics of the state.

Now then a third step, for the whole thing hangs together as one thought, consistently applied, that terror is a necessarily fundamental principle of war. They are going to break down all the people that oppose the progress of the world's state. Terrorism is just a matter of rudimentary principle. One must break down, dehumanize, disintegrate, brutalize people in every possible way in order that they shall not longer oppose the state.

Now then it hurts you very much to see the English wounded, when they are taken on the hospital ships which are being sunk, putting their cork jackets on over their bandages and splints, but no man will go on a hospital ship who has not a life preserver on. These hospital ships are marked with letters 10 feet high, and could not be mistaken for anything else. You say what an atrocity to torpedo hospital ships? Not at all. It is consistent, is it not? There is no such thing as right or wrong. These wounded men may get better and come back and again oppose the advance of the world's state that is going to cut all the coats according to that pattern; that in two hundred years is going to dominate mankind. Of course it is consistent. We were very sorry after the unsuccessful German offensive at Verdun, where in one week they bombed seven hospitals and killed French doctors and nurses, taking care always not to hit the wing where the wounded German prisoners were. But it was consistent. It is the idea that is wrong. It is the idea that has grown up in hundreds of years that war pays, that war is the clearest expression of a people that is marching on to world domination.

I have in my luggage a paper that I copied. This was an official instruction sent to one Hans Schneidel of Hamburg. It was taken from this young, well set-up man when he was a prisoner. I personally believe it is genuine. One could not read

verbatim such a document here, but in brief it is an instruction, on official paper, from the Society for the Increase of the Defense Power of the Fatherland and with all the notations that go with it, instructions, I say, to this young man to proceed to his allotted district; there he will be given the names of certain women that he is to call upon, and all with the purpose of increasing twofold, threefold, the birth rate of the fatherland in this crisis. One recoils in horror from a thing like that, and yet it is consistent. It was going to help the defense of the state. There is nothing to be considered but that.

On the 16th of August, up at the Caisse Militaire, where the Red Cross has about seven hundred little cots, where they have gathered in from caves, dug-outs, and places where they were hidden from the gas bombs, there were little children with their hands cut off. Up at Peronne there were little children with their arms mangled. It happened when the Germans retreated in January. They hollowed out cord wood and filled it with explosive and plugged it up, and when, for instance, this little girl and her grandmother came creeping back to the home and got sticks to make a fire, the sticks exploded and blew off the little girl's arm. A man told how he lost the lower half of his face. There was a German dug-out in the town cemetery. On a shelf in the dug-out which the Germans had evacuated he saw a fountain pen. He kept it until the next day. When he needed to write a letter he opened it and it exploded and thus he lost the lower half of his face. So he sits there smoking a cigarette through a nostril. He was a good, cheerful man. You can believe him or not. Personally I do.

One says, Can these things be true? They might be true. If they are not true they are consistent. They are an application of the age-old policy of the great state, that war shall go on, that nothing shall hinder the progress — neither right nor wrong, nor humanity, nor religion, — the aggrandizement of the state.

Now the whole world is getting ready to stop that. Stop what? Not a people, but an idea. They have been converted to that idea. They have been educated to it. They have been

dipped twice in it. They have got to see that although they have prospered by that idea, they have grown from that little strip of land south of the Baltic sea now to control one hundred seventy-six million people, because this idea has been prosperous since 1914, and the kaiser today has two and one-half as many subjects under him as he had when it began, and he has ports for his commerce on five oceans that he did not have when the war began — it has prospered even up to this present day in this present war; they have got to see that the idea is wrong, and the fighting has to go on until they see that the world has changed. The world is not the place for that idea of the Prussians to operate in now. Until they go down on their knees and say, "Yes we were wrong, we thought it was a good idea to operate on, but we have changed our mind, we have seen that it does not work, the whole world rose up in wrath against us, it is not right, we will change our idea" — until that idea in this conflict of ideas, the idea that we have a democracy, is dominant, the war has got to go on.

Is not that the first thing that you teachers should say to those two and one-fourth million children that are getting their ideas, or, at least part of their ideas, through you? This is not a European war, this is a war of the whole world to decide whether in those children's day and their children's children's day this is going to be a German world or a free world. The issue is right down desperate, trenchant, like this: Is this, when your children get to be old people, to be a German world or a free world; a slave world or a democratic world? To let them see the issue in its starkness, with all its appurtenances; is not that the thing to be told them, the one thing to be told them — not hate — but the one thing to be told them about Germany?

And then about England! You can not summarize England in a few words these days. I used to think of England as some strong animal that has taken a throat-hold and set its teeth and can not be shaken off. Perhaps there is a better figure than that. You may think of it. The English are very poor beginners, but they are strong finishers. Perhaps we can sum up the feeling in Great Britain now by something that was heard on the street. I heard

it on the street during the last of the air raids. It was dark, about nine o'clock, and the constables wore bits of white oil cloth so that they could be seen in the dead blackness. They were riding around on their bicycles, whistling, calling "take cover," and the people at once disappeared. They have little girls driving busses, bigger ones than our Fifth Avenue busses. It is wonderful how they can manipulate them — little girls with grit enough for six average men. The people had all gone off the street and it was dead black, and this barrage fire of the anti-aircraft guns that are everywhere was going on, so that there shall be a cordon of bullets going two miles high that the Bosche can not penetrate — that had started and the bombs had begun to alight on the street. Two busses going in opposite directions met, and one girl called to the other "You stick it!" and the other little girl called back from her bus "I'm there!"

The big factor in the world now, fellow Americans, is Great Britain. This is not speaking in disparagement of all the pluck and chivalry of France. There is no more admirable figure in all the world than that French poilou in his faded suit of horizon blue, but the big fact for us is Great Britain. The future of this world, and its safety, which President Wilson has talked about, just as sure as God made little apples, is going to depend upon the Anglo-Saxon race getting together. That is to say that you and I must be apostles everywhere of Anglo-American friendship. School books must be rewritten. History teachers ought to take notice they have got to be rewritten. The Battle of Lexington was fought some time ago. It is time we forgot Bunker Hill. If history exhibits in any spot animosity toward Great Britain, as though they were our enemy, then history is wrong, because Great Britain is our best friend and we have got to be hers!

When General Pershing and those few Americans marched down the Strand this summer, and around Trafalgar Square, do you know what they called them — the "Salvation Army," and staid Britishers would not believe there could be such an outpouring of enthusiasm as there was that day. Why, there were tears in people's eyes, and the people of Britain do not greet their own

like that, because three days later twenty thousand Scots in Glasgow were arranged in review before they embarked, most of them surely not to come back, and the people did not give them a cheer. They are pathetically eager to be friends with America, but not half way or two-thirds of the way, but all the way.

Why is not that the one thing the teachers of the children and everyone else can get these children to do, to spread these malleable thoughts into the state that we are going to have tomorrow, the thought that the future of our world and of its democracy depends on the two English-speaking branches of it coming close together?

In his essay on Clive, Macaulay speaks of a great emerald they had in India inscribed on the back, "My brother and I quarreled, but it is my brother and I against the world." Tell it to our classes. Our brother and I! And we quarreled a long time ago, and now we see, and they see, that it was better for us that we parted, because we can help each other more now. "My brother and I quarreled," but *now* it is my brother and I against the world.

There is one thing about the United States which can be said over again, in order that it may burn in, that which Mr Lamont has said and what everyone else has said about everyone, from the most obscure to the most exalted, being called upon at this time to do his part. You know when all this is over and those boys — those boys that are the cleanest army and the finest army that ever struck Europe — when they come back and all that fussing and that scolding and that jostling begins again, about throwing clothes on the floor, and who stole the cake, and dragging mud onto the carpet — you know all the things that go to make up a regular human home! When that time comes, and those boys that have been true to the finest traditions of our grandfathers come back home, and there are tears in our eyes and in our hearts, there is just one thing we are going to remember then — and children are not too young to feel it either — there will be one thing that we shall remember and it will fill our hearts, it will be like a warm

grate fire on the hearth in cold weather, and through long memorable years — that is when our country needed us we were there; that our brothers were with Pershing and that our bread fed France; that our prayers were with Wilson and that our bandages healed Belgium. Do you not believe it, that real people are going to find more satisfaction all through the future years in the pride that, when our country needed us and needed us to love her, we loved her in the best way we could? And children are not too little to hear that about the United States.

DR THOMAS E. FINEGAN: I want to give just a word of advice to Mr Davis. I want to say to him that no matter what the occasion may be, he should never again have any fear about addressing an audience.

I regret the necessity of saying a single thing which may in any way detract from the great reputation of our friend, Mr Lamont. He is known to be one of the most useful, benevolent, Christian citizens of the State, and I have given him entire credit for being all these out of the motives of his own soul and heart. Perhaps that is true, but yet I think you should know that it so happens that Mr Davis is Mr Lamont's pastor. I should say, however, that Mr Lamont had nothing whatever to do with Mr Davis's name appearing on the program, and Mr Davis had nothing whatever to do with Mr Lamont's name appearing on the program.

We have one other feature of the afternoon program. I am happy to state that we shall hear the Red Cross Hymn, but before it is sung by Miss Margaret Hall of the Red Cross I want to say just a word about it. The members of this association should know that the words of this hymn were written by one whom you know well, by one whom you greatly esteem, and by one for whom you have an abiding affection; the words were written by our own President Finley. This hymn has been sung but once, and then by Madame Homer at Worcester. It is to be sung for the first time in New York State today, and Miss Hall will now favor us.

(The hymn was then sung by Miss Margaret Hall.)

DR THOMAS E. FINEGAN: For your benefit, I will say that the restraining order which has been held against this poem is vacated and you are all at liberty to use it in the schools and other public meetings with which you are connected.

Before adjourning for the afternoon Vice Chancellor Vander Veer will speak for just a few moments upon some phases of the Red Cross work in the Civil War, through which he served.

VICE CHANCELLOR VANDER VEER: Since our last speaker has given us such a wonderful address, I must say I feel very timid about saying anything to this audience. He is almost old enough to be my grandson. The vigor and strength which he put into it exceeded anything that I can call to mind during the years 1861 to 1865; but Mr Lamont referred to a poem which I hope every one of you will read, that the success of this Liberty Loan may mean a shortening of the war.

I have heard many of the general officers in the Army of the Potomac, I have heard officers of every grade from second lieutenant up to lieutenant general, I have heard officers connected with the Confederate army after the war was over, like General Gordon and others, ask this question: "Where was your regiment, where was your brigade, where was your division formed?" This would be the answer, perhaps: "Of my regiment, two companies came from St Lawrence University"; another would say, "One company of my regiment came from Yale College"; another one would say, "The entire regiment of twelve companies was raised in the city of New York, and when we reached the front we had eleven different dialects to deal with, and most of those twelve companies were manned by graduates of high schools, many of whom were also graduates of the best colleges of our country."

This is the point I want to bring out: When the conversation was finally over and the questions had been asked as to what class of men make the best soldiers, what class of men make the best fighters, what class of men give us our victories, there was one conclusive answer. I do not care where the men come from,

whether they are from underneath the sidewalk or from the most particular homes in the country; I want to say only this, and I have heard it from the lips of many a brilliant general, if sufficient troops are provided and if the government will clothe them well and feed them well and pay them promptly, I will guarantee the victories.

That is the important point in Mr Lamont's remarks. These soldiers that we are sending out, many of whom are already in France, must not be allowed to suffer for what they may need, going without proper clothing, proper shoes, proper food, proper hospital accommodations, and so on. Let us raise this money and freely give it to the Government that it may make use of it for such a good and noble purpose.

Just a few words regarding the Red Cross. You ladies of today are doing just the same work that was done in 1862-64, but doing it in a different manner. It took us eighteen months at that time to get any system operating whereby we could get the necessary hospital supplies to redress wounds and to take care of our wounded men. After that there was organized what was called the United States Sanitary Commission, through which we received our supplies; and what were they? They were our grandmothers' linen. Some of our present mothers helped to gather it and to prepare the dressings and packages that were prepared in 1862, and I handled some of it myself in 1864. That was the kind of dressing provided until we were finally obliged to substitute something else. We finally introduced thoroughly washed and thoroughly cleansed cheesecloth, which was one step toward our present gauze of today.

These children that are doing this work are doing it under an organization far superior to the United States Sanitary Commission, and as a result of the earnestness with which the Red Cross was organized in the past two years, it became a part of the United States Government. During January of 1916 and a short time before that, the medical officers of this country, through their state and national organizations, talked about the possibility of war. And what condition were we in so far as the hospitals

were concerned? It was the unanimous opinion that we were in a most elemental condition, likely to repeat the disastrous results of the Spanish-American War, so far as the wounded were concerned. But in April 1916 we organized at Detroit a National Commission, out of which grew within a short time an organization that demonstrated our ability to bring to the use of the United States Government the hospital unit, the base hospital. We met a committee of the Red Cross from Washington, and made most harmonious plans. The result was that the Red Cross absorbed our organization, which became the National Association of the Red Cross Commission, so that we worked in perfect unity, and out of it has come a vast amount of work through the Red Cross.

What you do for the Red Cross you are doing for your brother, you are doing for your husband, you are doing for your sweetheart, you are doing for the stranger, you are doing for those who are now demonstrating that the United States will back up the right under any circumstances.

FIFTH SESSION

October 19, 1917, 8.15 p. m.

VICE CHANCELLOR VANDER VEER: The Government at Washington on more than one occasion has chosen a member of the Board of Regents as an Ambassador. This is the Ambassadors' night, and the general subject is, "The Schools of Other Countries and the War." I am going to ask Ambassador-Regent Elkus to preside.

REGENT ABRAM I. ELKUS: We count it a great honor tonight that at this Convocation of The University of the State of New York we are able to present and to hear the voices of our allies in this great contest that is now astounding the civilized world. It is with unequalled pleasure that we welcome the representatives of Great Britain, France, Italy and Russia, who will speak to you and bring a message from their peoples to our own.

The subject which is to be discussed this evening, "The Schools of Other Countries and the War," is one that is of the deepest interest to every educator. We have our own schools, we of America, in other lands than our own. High above the Golden Bosphorous, that beautiful river famed in history as the Hellespont that Leander swam, high above on the glorious hills stand two monuments to American educators and American education.

In those schools come the young men and the young women of their country, not only to receive the training which American educators bring, but that better and that higher training that is taught not in mere books, the learning that is received from American men and American women of American ideas and American ideals which spread like leaven among all the people of that land, through those pupils, those young men and young women who come as students to those colleges. Wonderful were those teachers and proud may we be of their achievements and of their record; because when the time came when they might leave, when relations between that country and ours were broken

off, when arrangements were made so that they might leave not only in safety but in comfort, the great number of those men and women refused to leave their posts of duty but elected of their own free will to stay and carry out their part of whatever was being done in the schools of those lands during the war. And there they stayed, teaching by precept and example, those simple truths which America has ever taught and America will ever teach. It is perhaps most fitting that I should have the privilege and honor of presenting those who represent our allies here tonight, because it was my good fortune and my honor in Constantinople to have the interests of every one of those countries, of England, of France, of Italy, of Russia, confided to me as the American representative. And therefore I am honored by being selected to present these gentlemen and this lady to you tonight.

The first speaker upon our program, who speaks for England, is the dean of Corpus Christi College of the University of Cambridge, now connected with the English Foreign Office, whom we welcome with a real American welcome. We assure him that what he says will be listened to, not only with interest but with pleasure and with great profit to ourselves and to the world of education.

I have the great pleasure and honor to present to you Professor Butler.

ADDRESS OF MR GEOFFREY BUTLER

Fellow and Dean of Corpus Christi College, Cambridge University

Mr Chairman it is a very great honor to me to appear here tonight under the auspices of one who in far away London we learned to regard as a man in whose hands the interests of many of our soldiers captured by an unscrupulous enemy in the orient were safe. No Englishman can ever say enough for the great servants of this Republic, who, in the various enemy capitals of Europe, looked after those whom we hold dear. But it is not a point that this occasion permits one labor now.

It is a very great pleasure, as it is a very great honor, for me to be allowed to come to Albany for this gathering. During the past ten years, through occasional residence here, I have been

enabled to learn something of New York State, of urban New York and of rural New York. I know the size of the State, and I should be a dullard if I did not understand something of the size of the educational problem which you have to face. With your population larger than that of Canada, with two million boys and girls attending your public schools, you form an educational unit the achievements of which must be full of instruction for the rest of the world, and the experiments of which should be watched by it with a view to profiting by them.

Perhaps, too, on the other hand the presence of French and English and other external representatives will be welcome to you, for at no time more than this has the educational world formed a more complete entity in which each branch of it can draw comfort and inspiration from its brothers in arms. Only a few days ago I was turning over the leaves of a publication prepared by the government of Burma dealing with the question of education in that remote but highly educated country. Distant as the officials of that government are they have had the sense and the prevision to append to their report treatises upon the method in which other governments have successfully solved or attempted to solve similar educational problems, and I am glad to say that the first and the second of those appendixes dealt respectively with the United States Educational Department in the Philippines and the French Educational Department in the neighboring provinces of Indo-China. Indeed the educational world is one, and we are brothers in arms against the common foe of ignorance, reaction and sloth in educational matters.

But a meeting like this, held at a time like this, has a further significance than the meeting of men pulling together in a common effort toward common educational ends. We are "comrades in arms" in a literal as well as a figurative sense. It is now common knowledge that the educational authorities of the State of New York have cleared their decks for action. You have stripped away encumbrances. You have thrown away the boats and other inflammable material, and you are already in hot action in schemes of conservation of food, in a movement for the selling of

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Liberty Bonds and in the inauguration of a campaign for instructional patriotism which can not be without great effect, not only upon the pupils of your schools but upon their parents also.

You wish to know what effect war time has had upon teaching in our public elementary schools. It has been gigantic. It has not had its full effect or even the beginning of its full effect as yet. Our men teachers are in the army or in kindred services. The women have been drafted in large numbers to the munition factories or to the hospital departments. In some parts of the country we are returning to the employment of that old-fashioned but rudely efficient character who presided in the dames' school of England, and is familiar to you through the pages of the novels of Dickens and Charles Kingsley. If therefore in our educational reform measures you find comparatively few clauses dealing with alterations in the curriculum of our schools you will not be surprised. Life is abnormal; taxes are high (do you realize that a man in England with an income of \$2500 a year is paying \$1000 yearly toward the support of this war?); our homes are devastated by loss. You can not tell me that in conditions like that you have an atmosphere in which educational reforms can deal with minutiae. The serious thing would be if in the midst of this whirlpool men forget that lifeguards have still the faculty of floating when the raging of the tempest abates, and that in calmer times we must cling to education as a means of saving a battered and a storm-tossed nation. I rejoice to say that this is not the case. When Mr Asquith's Government gave way to that of Mr Lloyd George, a small event passed almost unnoticed, to which I invite your serious attention.

It had been the habit in English political life to select for the president of the national board of education some politician who from the possession of general ability and faculties acted as a rough and ready but effective arbiter when the government educational experts disagreed. The practice had advantages, but Mr Lloyd George put an end to it. There could be no more striking testimony to the fact that he realized that the key to the situation in the future lay in a satisfactory system of education, than

the fact that he selected for his president of the board of education an educational expert, Mr H. A. L. Fisher, president of an important university in the north of England, some time tutor of a great Oxford college and — if the distinguished gentleman who represents France here to-day will allow me to animadvert upon the point — a man who had drawn some considerable part of his instruction from the University of Paris, loved France and French methods, and is beloved by many Frenchmen.

The first fruits of this change in the government's policy have been manifested to the world in the famous education bill which has been read before the House of Commons, and which has, if my information is correct, every chance of passing through it with the acclamation of all sections of that body. Now what is the primary provision of that bill? It is not the laying down of any startling new departures in education, in striking readjustments of method, though you may be glad to know that provision is made for increased physical training and for better salaries for teachers; but to sum up a long bill in five words, I would put it like this — "Let us have more education." Up to now it has been the exception rather than the rule to provide educational training for boys above the age of fourteen. Mr Fisher's educational measure proposes to make compulsory continuation of education to the age of sixteen. Surely this is a significant fact. We are fighting what we have always been told was the best educated nation in the world. We have seen the members of that nation from high officials to the humblest soldier guilty of acts which, to put it in the most conservative terms, have undermined the structure of international law as applied to the relations of nations in peace as well as in war, and have plunged us back into the welter of "unlaw" which was the feature of the times of Wallenstein and Tilley. There were some who were carried off their balance by the contemplation of this repulsive picture. There were earnest persons who began to question as to whether or no education was a snare to draw men from a golden age of primitive but homely virtues. "*Secura quies et nescia fullere vita.*"

Did educational refinement involve along with the production of certain noble philosophic spirits also the production of a refinement of cruelty in the mass? Were the educational systems which obtained in the United States, in France and in Great Britain only innocuous because the opportunity of sinning was not so great or because the systems were less efficient? To this the bill of Mr Fisher returns an answer in clear and certain terms, and I believe that civilization owes a debt to him, as it does to President Wilson and to all others of that band of statesmen, who, when the days were dark and the times troubled, proclaimed anew the evangel of what mankind has always believed up to now in its most inspired moments.

But these are generalizations. Will you allow me in the few minutes that remain to interpret to you what I believe our educationalists have regarded as the lessons of the war? Men have told me that they have come out of the war convinced believers in local option as regards the subjects taught. There are certain districts where many of the school hours should be spent in the garden plot; in others they should be passed in the schoolhouse kitchen. These are truths with which you are all familiar through an experience far greater than my own. You will agree with me also — but you may find it interesting to have our joint belief confirmed by war experience — that it makes all the difference in what spirit these or other subjects are taught. We have all heard of vocational training. Vocational training was first found in the German schools, and it has proceeded further there than anywhere, with the possible exception of this country. But there is a danger surrounding vocational training and it may not be fanciful to believe that we detect the influence of these dangerous qualities in a certain woodenness of the German machine. It is well to remember that in teaching a boy or girl the practice of carpentering we are not primarily concerned to turn him out a carpenter, though with the majority of those who adopt the course that will be their ultimate vocation. We are, on the contrary, training him to use his wits; the tools and the material are merely the instruments for such training. You may learn qualities of

observation and deduction with a chisel just as you learn such qualities by the conjugation of a Latin verb. You can extend the horizon of the mind, create in it a readiness to meet new situations and to believe that one's own corner of the world is a small one by the study of cabinet making just as you can learn the same lesson from the study of a play by Æschylus, but you are not training your boy or girl chiefly to make them carpenters or cabinet makers any more than fifty years ago you were teaching them to talk Latin or to joke in Greek.

That is one lesson which we have learned in these three years of bitterness. There is another. The nearer to the front you get the more you get into an atmosphere of discipline and regulated effort. There are many kinds of discipline, for it is a generic term. There is the German discipline, very terrible and impressive to the chance observer. There is the British kind of discipline. There is the French. There is that of the United States. It will express itself in different ways through different channels, but it is always there. What the allies have succeeded in obtaining is something equivalent in its effect to blind obedience, and yet differing entirely from the blind obedience that you find in Germany. This discipline is primarily needed by the men in the front line as they move forward between their sweeping barrage of fire when an unordered step may mean instant and terrible destruction; but you will find it not in the front line troops only. Back along the miles of French roadway you will find the motor trolleys, punctual to the minute, in an unending line which, stretched out car behind car in single file would reach from New York to beyond Chicago. There discipline and obedience is the necessary concomitant of action. You will find it in the great munition factories in England which have grown up like mushrooms all over the land. In the peaceful village of Gretna, known to you all by its association with the runaway marriages of the last century, there was once but a sleepy hamlet consisting of a few houses, the village church and the famous blacksmith shop, where the marriages were celebrated. Shortly before I left England I visited it in company with certain American press men,

and I found a munition factory devoted to the manufacture of one article alone, and it was a factory of which there were about twelve others manufacturing this article in England. It was nine miles long and four miles broad, and in going round its circumference you traversed a distance of twenty-three miles. As you walked through room after room spread out over this space and saw the beelike activity of this fighting hive, and the regularity with which it worked, one realized once more the need of discipline, the subordination of the individual to the whole, drawing its inspiration not from above but from the initiative spirit of freedom in each individual soul.

There has grown up in England a new spirit. We can not keep that spirit out of the schools. To the common tasks of the teacher in the little village school there must and will come an infusion of a new vitality. Fractions and particles of fractions have taken on a new meaning to the many millions who for the first time have been brought into contact with the niceties of mathematics in their creation of death-dealing and life-saving weapons.

Primarily therefore I do not look in the future for novelty in connection with the enlarging of our educational activities so much as in connection with intensive study in a relentless search after accuracy, in the discovery that the widening of the mind does not always proceed by a bloated expansion of the vision. We have learned that a child might journey round the world and see all the men, the manners and the sights thereof and come back having gained nothing thereby, while the explanation to that child of some tiny specific point connected with its own political institutions or the cheap scientific instrument that is the equipment of every elementary school, might when seen in proportion to the larger scheme of things, give it an insight infinitely more broadened. It is a truism which architects have often forced upon us that space is not impressive until it is confined. You have seen a room look small when the walls have risen but a foot or two from the surface of the ground and you have seen it look big

when the walls are built and the ceiling has shut in the space. You have seen the sky on a moor or on the prairie so vast that it tires the eyes and baffles the imagination, but you have looked down Broadway and seen it framed by the gigantic buildings on each side stretching out as it seems in front of you toward eternity, and you have realized for the first time how vast it is. So life confined by sound education takes on wider proportions.

The message of the European war and the suffering of our countrymen have taught us this, and it is a lesson which I believe we shall all incorporate in our school tradition: That by the small incident and by attention to small details, by accurate work, by the passion and love for minutiae, we can enlarge the horizon of those we have to teach, so that old quarrels between nations that should be friendly vanish as they are seen in their true proportion, and a new people will be built up that will lay a firm hold upon true principles of Government and thereby, and only thereby, secure the healthy progress of mankind.

REGENT ELKUS: We are exceedingly fortunate in the selection of the representative of the Kingdom of Italy, for Italy has sent to us a most charming representative, one who speaks with authority upon the subject under discussion. The Ambassador of Italy to the United States sends this authority to the President of the University: "I am very pleased with your invitation to Miss Bernardy, who is fully competent to give all the information about the Italian schools. We thank you for the honor given a very gifted and learned representative of Italy."

It is therefore with very great pleasure that I have the honor of presenting to you as the representative of Italy, who will speak of the schools and the work of the schools during war in that country, Mlle. Amy A. Bernardy, who represents the Italian Embassy and who is also a representative of the general secretary of civil affairs of the Italian war zone. It is with exceeding pleasure that I have the honor to present to you Miss Bernardy.

ADDRESS OF MISS AMY A. BERNARDY

*Representative of Italian Embassy and of General Secretary for
Civil Affairs of Italian War Zone*

It would certainly cheer our soldiers on the Isonzo front if they could hear the welcome that you give to Italy, for I can understand that it is not given to me, but to Italy, who is fighting at present, fighting hard, under desperate conditions as far as supplies are concerned, but with wonderful possibilities, as far as the future of the allies is concerned.

I do not know why I should have been selected for this signal honor (and by the way the letter of my Ambassador is a pleasant surprise to me) except that, perhaps, as I have been under fire at Gorizia and on the Isonzo it was supposed that I could stand the fire of an audience. And one who has traveled under the searchlights from the San Marco and the Sabotino Heights may well face the glare of publicity. But perhaps I was chosen just because I was a woman — and I do not make this an argument for suffrage. Possibly women may be allowed to speak when men fight. But most probably I was chosen because I have lately had a great deal of experience with children. That is evidently my special connection with this occasion. I have eighty-six babies of my own, war babies, children of men who have gone to the front. I never realized the absurdity of calling them “my babies” until it was pointed out to me, but I do not mind, since I have adopted them for the war time. I speak of them because, perhaps, understanding their situation as individuals may be the easiest way for you to understand one phase of what Italy has done for education during this war.

As soon as we entered the war, not being an enormously rich country or in condition to draw upon extensive supplies, and not having made provision for war which caught us, as well as our allies, unprepared, we realized that the nominal salary given to our soldiers could not keep the men or the families out of worry and need. Therefore, all the citizens who were able to do so got together, and somehow the idea, like Topsy, just naturally grew, of having “baby nests.” We called them “baby nests”

because the Teutonic kindergarten had forever barred its admittance to the Italian world. Somehow, the fluttering and chirping of the little things seemed to suggest the words; and we hope their nests will be a good memory to these children of the soldiers.

In Italy, practically in every city and in every village where possible, a committee was appointed by the mayor or other authority, or even self-appointed and later ratified and sanctioned by the authorities. I for one happened to have a country house in Tukany, near a village which, of course, is full of the children; and that is how I came to start and run that particular "nest." We take the babies in the morning, keep them for the day in house and playground, give them lunch and send them back in the evening. The fathers think that is the best plan. The mothers enjoy having them in the evening, but at the same time they are released for work in the factories during the day; and the result on the whole is very satisfactory both for the children and for the peace of mind of the mothers. I can hardly tell you how appreciated and useful the institution of "baby nests" has been throughout the country and how important their influence on the individual soldier and father; how much good, in short, they have done all around, especially in bringing home to the men the knowledge and the satisfaction that the nation stands as one behind them. We have adopted their children as our children and will return them to them at the end of the war, better little men and little women, we are sure. And mind you, it is not the children who are in our debt. All of us who have lived with the cheerful little tots consider we are in their debt, as well as in the debt of the fathers.

The second phase of war work in the schools brings us immediately to the grown-ups. The schools for the maimed and disabled soldiers have proved a great asset in the general way in which the men look at the casualties of the war. The royal palaces, both of the reigning queen and of the queen mother, have been turned into hospitals for the soldiers of the capital and of the vicinity, and it is very interesting to any one accustomed to ascending the Quirinal stairs on the evening of great balls, to

ascend them now in company with Roman crowds that go to visit their men in the wards. The men have particularly fine parties of their own in the Quirinal gardens, famed for their beauty and the exclusive garden parties given there in honor of royalty in former times, so that it is very interesting now to see the people take possession of those gardens so freely and joyfully. Even from this example you can understand how and why Italy has been called a crowned republic; and let me add that if by any chance Italy were to turn into a republic tomorrow, probably her first president would be her king.

The naturally artistic temperament of the Latin character helps the men a great deal. Men who have to resort to an artificial hand or hook to help the other hand, learn all sorts of little tricks of trade, and industrial art is a favorite with them. During convalescence they do knitting for their brother soldiers, with the help of adequate devices. Afterwards many turn to draught-manship, with the right or the left hand. Others turn to the various industrial arts, for which Italy has long been famous.

I remember particularly in the royal palace when a soldier who had always wished to learn mosaic setting, but was too poor to do so, went to the war, was wounded, and is a mosaic setter today. The natural ability and adaptability of the Italian (which, allow me to say, perhaps American civilization could make more use of than it does, in its immigrants) enables the men to find new hope and comfort in life after the casualties of the war.

Another phase of war school work and perhaps, to me, the most interesting, is this. You know that Italy stands now on ground that previously, technically was Austrian. You know that this ground is racially, sentimentally, historically Italian. Four thousand square kilometers of this technically Austrian land have up to this day been reclaimed by Italy. As you know, the boundary of this new part of Italy, or rather this reclaimed and reinstated part of Italy — we say “redeemed Italy,” which seems to convey the whole thing — has for the present a boundary that is constantly moving forward, in fact, that we hope to move forward a little more. As soon as Cadorna’s army marches on,

the army of the children steps into school again; only the school is now Italian, because the children are Italian. Their fathers were Italian. Some of them have died for the Italian cause. Most of them have been imprisoned under irons or under other material and moral oppression and suppression, because they were Italians and because they wanted to say so.

Therefore, we felt it our duty to give these children and these men the satisfaction of seeing the real Italy come to them, and thus make the dream of their lives a reality, and destroy the nightmare of the treaty of Campoformis, about which, by the way, allow me to point out, as one of the idiosyncrasies of history, the astonishing fact that, while the Napoleonic arrangement has disappeared from France and the rest of Europe, it should have remained to the disadvantage of Italy and to the advantage of Austria in just this part of Italian territory.

Now, the situation is this. We have sixteen thousand children going to school in these reclaimed lands. They go to the schools of the Trentino and of the Isonzo. The Austrian schools were great big buildings which have been turned into hospitals, which naturally enable the Austrians to shell them, of which shelling, by the way, I have some very good pictures. The Italians have built quite a new type of schools, long, rambling shell proof vaults. Every shed and every barrack has a refuge, a cellar or sand-bagged hole in which the children burrow as soon as the Austrian aircraft is announced. The sound of a fog horn warns the children. They have learned to recognize the signals and every other sound connected with the appearance of the enemy aircraft and they file down in very good order in the refuge. They are not in the least afraid, and when they go down they sing the national hymns, the national hymns that Austria did not allow them to sing, and that the older ones had learned in secret from their fathers and mothers; and now they sing them at the top of their voices with glee, particularly the *Inno di Mameli*, with its verse about "The eagle of Austria" having "lost some feathers," which is particularly pertinent when you consider that the Austrian eagle is hovering above with its bombs. When the Austrian

eagle is chased along and trying to run away back of the lines, followed by three or four of our own good airplanes, then the children come out; and I have seen them quite gayly come out and sing, from the Inno di Garibaldi, "Get out of Italy, it is high time you should get out of Italy, you stranger."

And another impressive thing I have seen at the foot of Mount Stol, the great mountain which dominates the valleys of Plesso and Caporetto: six hundred children from the schools forming themselves on the green into one great living word, "Italia."

Then, also, the children will be collected in the Roman portico of the museum of Aquillia and there they will listen to the stories of the Roman days of which all the citizens of Aquilla are immensely proud. They are shown the city of Trieste from the Cathedral of the Patriarchs. They are taken out in the lake region on government tugs. They are generally taught "things," for the present, rather than being trained along a regular school curriculum, and you will understand that when the lesson is likely to be interrupted by the sound of a foghorn or the sound of a shell, they may be forgiven for not having a regular curriculum. They do very well, all circumstances considered.

I remember among other things that the boys in a high school were rather bored with their schoolmaster, who, as a matter of fact, was not a genius of his kind, and did not entertain his audience, so the boys did not like him, and consequently, when the local archbishop had issued a formula of prayers against Austrian air craft, they decided to have one of their own, which ran in doggerel rhyme "Holy Mary full of grace, let the foghorn toot and relieve us from the classroom of Mr So-and-So." I tell you this not because it is a good story, but because it shows you the spirit of the youngsters under the tremendous nervous strain of being constantly under fire. And this showing of spirit and good cheer is a very interesting and hopeful thing for all of us. It is only one of the great lessons of the war. The great lesson that the war gives not only to these children but to all of us is greater and broader still. It is not only the newly created interest in all forms of social service. It is not only the realization that

the war brings forward the best in politics and nationality from a national standpoint. It is a great human lesson. It means that the war is going to modify those merely material and mechanical features upon which we have laid far too much stress in our modern mechanical and material world. It means that while men are again learning to die and women are again learning to suffer, everybody is learning to serve, everybody is learning to make the most of things that are good and go without things they thought indispensable before; that something of a great mysterious beyond is creeping into our lives and making itself felt for the ennobling and strengthening of all the virtues of humanity, since it is the call for the best that is in us and brings out the best that is in us. True enough, it brings it out through storm and sacrifice, it brings it through terror and tears, through suffering and service, but it is going to remain.

REGENT ELKUS: I am sure that you will agree with me that we are all grateful to his Excellency, the Italian Ambassador, for sending Doctor Bernardy as his representative, for she is as eloquent as she is charming and as charming as she is eloquent.

For the second time in the history of America, we find ourselves allied in a common cause with France. One hundred forty years ago the troops of France, under the knightly Lafayette, were fighting with the troops of America with George Washington to achieve that liberty and independence which we desired and which we succeeded in obtaining, and today the troops of America under General Pershing are fighting side by side with the troops of France to drive from the country of France the invader, to destroy if possible the greatest autocracy of modern times, and to achieve not only for France but for the whole world liberty and liberty's safety.

It is with special pleasure that we welcome the representative of France tonight, Professor Captain Fernand Baldensperger, professor in the Sorbonne, Paris, who is welcome to any American audience and particularly to an audience interested in education. He was born in a small town a few miles from Alsace — Alsace that we hope will soon become a part of France again

— a town where the name America was first put upon a printed page. He comes to us to lecture in Columbia University on French civilization, a civilization which he so worthily exemplifies in his own person and in his great accomplishments.

I have the very great pleasure of presenting to you Professor Captain Fernand Baldensperger, late of the University of France.

ADDRESS OF PROFESSOR CAPTAIN FERNAND BALDENSPERGER

Professor in the Sorbonne, Paris

It is hardly necessary to tell how deeply I feel the honor to speak before you tonight under the presidency of the distinguished American Ambassador, who stood as a sentry in the last trench occupied in the central empires by the present allies. On the other hand, addressing an American academic audience in these days under Doctor Finley's auspices, makes me feel as if I were paying back a double debt and reciprocating a twofold antecedent.

On the 26th day of May last, in one of the state rooms of our Sorbonne in Paris, about one hundred scholars [professors] were assembled to hear the addresses sent to French universities by American sympathizers of the academic world, and indeed it seemed to us in that vicinity of Whitsunday, the day of languages, that the many voices of your great continent were at once audible to us through the messages carried over by an envoy, who more than ever was well deserving his title of a commissioner.

He was telling us, then, that in order to bring to us at any cost, even after submarine attack, his precious dispatches, he had learned them by heart (and only the people among us whose imagination indulged in memories of an America of the remotest past suggested that it would have been still safer to have had the valuable messages tattooed on the messenger's skin).

A few days later, your Commissioner revisited that little town your chairman was alluding to, that little town east of France, dear to the heart of every American who cares about that very name "America," dear for other and more special reasons to your guest of today. St Dié is still under German guns, which have

shelled her a great number of times, last year especially, and moreover, which is perhaps more distressing to the French people a German so-called liberal paper published last year a long essay commenting with a sort of grim satisfaction and delight upon the fact that America's god-mother was getting her share of war damages. That appeared in Maximilian Harden's "Zukunft," in which there was a long article on the subject that St Dié was the birthplace of "America."

The distinguished representative from England will pardon me from quoting an author dear to France, but English to the heart; that Meredith's phrase written long ago is still true today,

" Eastward of Paris morn is high;
And darkness on that eastward side
The heart of France beholds: a thorn
Is in her frame where shines the morn."

These are the two visits I am glad to be able to return today. And is not this very reciprocity between two times in the year like spring and fall, between Whitsunday and the neighborhood of All Saints Day, a fine indication of closer relations between our two countries, in spite of submarines and the difficulties and troubles and passports and license? After a few months, with an ocean between us, as it seemed, and still this possibility of making a good will substantial: I think it is a sign of good days and pleasant relations to come in the years after the war.

And though I am not a commissioner, I dare say that I hold a commission in more than one sense of the word, and that being now an officer among the professors after having been an intellectual among the soldiers, nothing could interest me more, and suit better this symbolic mixture of costumes you see on me than a meeting where the general theme is "The Schools and the War."

What this war has been for the French schools has been often told, and American visitors to France have been specially delighted in seeing our school activity going on, with picturesque features, but with the same regularity and an increased good will, if possible.

The summer vacation of 1914 was entirely filled up by the realities of a sudden crisis in the life of the nation; the homes by and by deprived of their men, and most of the school buildings transformed into ambulances and hospitals — such were the two months' vacation in 1914. Then in the fall, the readjustment of school conditions with more than half of the teachers mobilized, with part of the students in universities and technical schools called to the colors and in the high schools the boys of eighteen having but little to wait for being drafted themselves.

Still the schools in the fall of 1914 were well attended, considering these conditions, and it has been said that the only slackers, the only school boys who took opportunity of the war for escaping their school duties, were those specially interested in aerial raids. When in October and November 1914, the Germans multiplied their aeroplane raids on French cities, some school boys insisted on their right to stay on the streets as long as something happened. A journalist told of a Parisian school boy who stood looking at his watch (it was time for school) but as the German aeroplane was still circling and dropping shells, he was between virtue and vice, between curiosity and duty.

The readjustment of conditions for the masters was certainly more difficult than for the pupils. Many classes were combined and the same teacher had to take care of a double number of school boys. I think the ladies were not only allowed to speak, as Mlle. Bernardy just said, during the fighting of the men, but to teach. I know French girls of even 20, 22, 23 who have been appointed to teach boys of 17 in philosophy, and indeed they have done it quite well and perhaps better than the gentlemen whom they were replacing.

I know that former teachers who were fighting in the War of 1870 as young volunteers, and who had retired from school duty, went back to work and now at the age of 65 or 66 years tried to interest the boys not by discipline but by their own experience of half a century of French history; and you know how reality appeals to the minds of the boys. That was experience: not big experience but living, actual, fitting experience, which is, I think,

in all parts of the world the real and proper way to interest boys' minds.

You on this side of the water will never have to face the difficulties which France had to master; and she mastered them with a smile; so great was in reality the mutual good will, and the desire of people who were only too glad to escape the so-called organization of the Germans and to bring about the same results, but by mere dint of intelligence and voluntary efficiency. You will never know many of the most pathetic experiences of some of our school children; going to school, for instance, in morning hours with a gas mask on their faces, as is usual in Rheims, will never be necessary, I hope, for your smaller children; passing examinations in cellars — in fear of a shell — as was the case in Nancy, will have to add no zest to your boys' moods, I hope, when they are facing commencement day. None of your pupils will ever have, as it happens in the invaded districts where school has been continued under German supervision, to be submitted to the sneering investigation of a German school inspector. In a village which has since been restored to France by the last offensive — and that is how we know this story — one of them was picked out, because he looked brighter than the others, by a high German official, and asked what he would be most pleased to see. He supposed this small boy would answer; "the gracious face of His Majesty the Kaiser," but the boy replied with the greatest simplicity, "what I should be most delighted to see just now is a French soldier." You may imagine the shock, and you may, perhaps, see the broad back of the high German official turning while he was filled with disgust.

I know some very pathetic traits related to French school life which are possible only in the circumstances imposed on fighting France. I have, for instance, lived in certain hamlets on the firing line, where many French soldiers have been buried in the first year of the war. They belonged to our southern provinces, and their parents were prevented by the very conditions of the war from going and praying on their boys' graves. But the school girls of those hamlets have been taking care of the tombs, adorn-

ing them with flowers, having religious ceremonies, and sending news regularly to the families. After having first reported about the places where their dead ones had been interred, and about the circumstances of their deaths, they now continue a friendly epistolary intercourse, which is a very beautiful tie between the front and the rear.

There is, of course, much knitting going on in the French schools, and a lively sending of parcels of every description to the fighters. A great improvement — and it may interest you to know that really we have found this other way much better than the former — a great improvement was brought about in that respect by what has been called the individualization of the paquet. I mean that, instead of being sent in masses, a distinct poilou was selected, and more and more connected with one particular school boy or school girl who kept in touch with him. In the same way some classes, after having lived in the neighborhood of a military hospital, have adopted, formally adopted, a wounded soldier, ordinarily a man from the invaded regions or from the colonies, who is prevented by his very conditions from going home on furlough. And his young friends replace for him his absent family.

Many school teachers who belong to fighting units continue a regular exchange of letters with their former school, keeping in that way a kind of moral control on the small ones committed to their care in more peaceful times and impressing them weekly with the realities of war.

Other school masters who are beyond military age and who are, as is often the case in France, the secretaries to the “commune,” have been wonderfully active in all kinds of social and official work besides their professional tasks. Here, for instance, is the daily schedule of one of these teachers in October 1914 (and I think he was practising in his way a sort of Gary system): 5 to 8 a. m., town hall for advising the people of the community, giving them information and advice; 8 to 11, school; 11 to 12, report to the mayor; 1 to 4 — he was just skipping his luncheon

time — school; 4 to 5, distribution of bread in the cooperative bakery; 5 to 7, looking over the school boys' tasks; 8 to 10, correspondence and accounts of the bakery.

You see, the French soldier who was first killed in this war, was a schoolmaster, a French schoolmaster. It really seems that the teaching body throughout the country took to heart this warning of fate; and at once they all determined to face our monstrous enemy with a marvelous sense of responsibility and an ever ready desire for work and for self-sacrifice.

School means construction; war means destruction. This being the case, how can school meet, generally speaking (and the task is the same for any of the allies), how can the school meet the expectations which war presses upon it? It looks as if the best slogan, the very watchword for its activities were these: to think more of concentration than of dispersion; concentration not to be taken in the sense of German self-centeredness, that mixture of conceit, frightfulness and efficiency, but in the sense of a fine control of our faculties, a clear vision of well-defined aims, a greater devotion to the essentials of life, a definite view of our duties to family, profession and nation, and through these intermediaries the certainty that both the individual and mankind at large will come into their own.

You certainly know a story which has been often told in France, and it passes in your country. It is the visit of a certain Japanese gentleman, I think Marshal Nogi, in New York. He had taken the subway with a kind American guide, and at 72d or 96th street they left the local train for the express, and Marshal Nogi asked "Are we gaining much by this change?" His guide said "We are gaining one minute," and the Japanese asked, "What are we to do with that minute?"

Well, I think the school ought to teach our boys and girls to make use of that minute for the benefit of the community, not to lose it, not to let it go, but really to make use of it and to know that we, too, are making use of it.

One of your writers who was in France in the first year of the war, witnessing the determination of the French soldiers during

the first months of the war, spoke of their fine "single mindedness," which was described this way: "Perhaps it is gathered less from what the men said than from the look in their eyes. Even when they are accepting cigarettes and exchanging trench jokes, the look is there; and when one comes on them unaware it is there also. In the dusk of the forest that look followed us down the mountain; and as we skirted the edge of the ravine between the armies we felt that on the far side of that dividing line were the men who had made the war and on the near side the men who had been made by it."

This is certainly the concentration that men need, not hate, not greed, not lust, but that sort of conscience in arms which I think the school might help us to attain in this most powerful of contests, a contest not only between nations, but between ideas; not between races, but between principles; not between two different styles of life, but between life and the causes which make life worthy to be cherished.

It has been said after the Prussian-Austrian war, and repeated after the Franco-Prussian war, that the German schoolmaster had won the war, meaning that more efficiency and confidence in applied sciences had been more powerful. Now, the schoolmaster, the teacher, has to take his revenge and to show to the German domesticated school teacher what enlightened and democratic feeling in schools may bring about and carry out for the benefit of the world.

"Hitch your plough to a star," was your transcendentalist's fine advice, and in all liberal countries the school has been glad to accept this motto for years, the only question being, which star had to be chosen, and whether it was to be a fixed star or not. But now, knowing that a furrow is a trench too, we feel more inclined to make our furrow according to the soil, to the immediate needs, to the nature of the seed which has to ripen there. Instead of tying our plough to a star, we want to look straight in front, to hold the handle with a firm hand, to go straight and fine; but we know that at the end of the day's work we shall find the furrow directed anyhow toward the star of human good

will and mutual understanding, which has not ceased for us to be in sight.

REGENT ELKUS: The distinguished professor who has just finished spoke of young ladies of twenty-two teaching philosophy to young men of seventeen. When I went to Turkey about a year and a half ago we went through the German Empire and there was in my party a young lady who was going to teach in the College for Women in Constantinople. She was a doctor of philosophy and she was going to teach philosophy, but she was young and charming. After she had been subjected, when we entered Germany, to that searching examination, which was physical as well as mental, so as to discover if there were any messages marked upon her body, she was brought before a higher officer to tell why she was going to Turkey. She said she was going there to teach philosophy in the college, whereupon this official said, "Gott im Himmel, are you Americans crazy or just plain foolish to send such a beautiful girl to teach philosophy to Turks."

We welcome with special pleasure tonight the distinguished representative of new Russia, that has shaken off the shackles of empire and that gropes now perhaps a little in the dark before she firmly grasps the scepter of freedom; but we know and we believe that Russia will soon find herself and take her place where she belongs among the free nations of the earth, with a free and united people determined to cast out the invader and to take her part in restoring civilization and order in the world.

It is with much pleasure that we welcome tonight, and I have the honor of presenting to you, a fitting representative of that new Russia in the person of His Excellency, the Ambassador of Russia, M. Boris Bakhmeteff.

ADDRESS OF HIS EXCELLENCY, BORIS A.
BAKHMETEFF

Ambassador from Russia

I am deeply sensible of this expression of your sympathy, of the warmth of your reception.

May I in return convey to you my heartiest welcome, not only as an Ambassador of new Russia, as an envoy of the free Russian nation to this great Republic, but also as a past professor, a colleague of yours in the field of education, that noblest domain of human activity consecrated to the development of the mental capacities to the perfection of the spirit of man.

May I as well add a few words to express how gratified I felt when kindly invited by President Finley to speak to this distinguished gathering. Really this not only gives me the occasional pleasure of feeling myself again within the academic circle so honored and so dear to me, but I am also given the opportunity to speak on a subject intimately familiar to me through personal experience, a past activity of mine, the memory of which I deeply cherish. You will therefore forgive me if I occasionally abandon the line of academical exposure and drift into individual narrative and recollection.

To understand properly the developments in the relations between schools and war in Russia throughout this great struggle, it is necessary to be familiar with the main elements of the system of military organization of the Russian army. You know, of course, that the military organization of Russia reposed on universal compulsory conscription. Annually all males of 21 years, excepting physically disabled or exempt due to certain family conditions, were drafted for military service. As the number of young men available had been generally far beyond the contingent necessary for the completion of the army, recourse was taken to ballot. Those selected by ballot entered the army to undergo as privates compulsory service for three or four years, depending upon qualification of arms, after which the soldier returned to civic life as a reservist. This reserve formed an immense store

of military trained men who were first to be called to the colors in case of war, to cover the requirements of the field completion of the army.

As to officers, there were, first of all, the regular military schools which gave professional military training and from which about 3000 young officers were graduated annually, mostly dedicating their activities to permanent service in the army. These schools were sufficient to cover the regular requirements of the standing forces. It is evident that when developed for field operations other sources for providing officers had to be used. This was done in the following way:

Privileges of service under special conditions were given to young men with a certain standard of education, corresponding to a high school course. Such boys were allowed to serve one year, if volunteers, or two years if conscripted by ballot, starting as a rank and file private and gradually going through all the stages of lower command. At the end of their term these boys were allowed to pass a special examination and thence were acquitted into the reserve with the rank of reserve first lieutenants.

The majority of such reserve officers were graduates of universities or high technical colleges. If one recalls that annually several thousand young men were graduated from these educational institutions in Russia and that most of them were compelled to enter military service, and if on the other hand one bears in mind that reserve officers in case of mobilization were bound to be called to the colors until the age of 45, one will conceive how immense a reservoir of subaltern officers was thus created. It was these reserve lieutenants who were used to complete the field army when mobilized, giving leaders for an immense body reaching far beyond five million men.

I will briefly outline the relation of the school to the duties of conscription. It was characteristic of Russia, even of old autocratic Russia, to consider education an activity of such importance, both for pupil and teacher, that different privileges were provided for them. First of all, teachers were exempt from military service. From a university professor down to the modest teacher of an

elementary village school, all, if reservists, were exempt from mobilization. Although such a policy could be allowed only on account of the very large amount of human supply, still the fact is characteristic, especially in view of the fact that such privileges were not given even to government officials in general, except to men of highest position or special qualification (diplomats, railway officials, etc.) the only other class totally exempted being the clergy.

This fact shows the veneration for education, the cult for intellectual development so honored in my illiterate and undeveloped country.

The same idea of "protecting" education led to another most interesting practice concerning pupils who were attending schools at the conscription age of 21. Such pupils, while in school, were allowed to postpone military service until they were graduated or left the school for some other reason. In this connection the common practice was that a university graduate at the age of 22-25, should volunteer for one year of service and quit as reserve lieutenant.

I do not need to say how beneficial has been the practice of having this body of reserve officers with so high a standard of education. Throughout the war these reserve lieutenants, the day before lawyers, engineers, clerks, etc., have shown undaunted bravery, magnificent sacrifice and specially deliberate judgment and action. What a splendid proof that knowledge, mental and spiritual development, is the greatest contribution for true patriotism and active devotion, reposing upon love for justice and humanity. Characteristic of its first year was the fact that the war was carried by the regular military machine, by the pre-established organizations and without calling the whole of the nation to any special not preconsidered participation.

The amount of reserve, both in rank and file and in officers, was so large, especially when taking into consideration the prevailing ideas of those times on the short duration of the war, that in particular it was considered unnecessary to break the adopted regulations as to schools and to abdicate from the adopted policy

of protecting their activities. No call was made on teachers. The extension privileges for students was upheld. The schools were supposed to carry on their activities uninterruptedly in the regular way. This does not mean, of course, that the schools did not participate at all in war. Obviously, the wave of patriotism which arose at that time in Russia and united all the nation in the face of the foe, found hearty response in the young and noble heart of the college boys. There had been much volunteering, which of course was not prevented, but still more activity was displayed in relief and sanitary work. It was again a general feature of that period that the patriotic endeavor of the public institutions, as well as of individuals, was consecrated to charity in the relief of the sufferings of the wounded and of the refugee.

The Red Cross, Zemstvos and city unions created a vast organization of field and hospital service. Many students and high school boys took special courses in sanitary work and devoted their leisure to relief work, as "Brothers of Mercy." Work in base hospitals was succeeded during vacation by work at the front, where the duty of charity was often performed under fire. The schools as such helped immensely to organize hospital service. What had to be done in this line can be conceived if one considers that Petrograd alone had to be additionally outfitted with something like one hundred thousand cots for the wounded, Moscow about twice that, and all of Russia far beyond a million. Special hospital trains were continually in movement accommodating about 100,000 wounded soldiers and daily pouring thousands of thousands of sufferers into the base hospitals of the principal cities. And remember, this continued uninterruptedly for about fifteen months since the beginning of war until late in 1915, during which time the Russian front from the Baltic to Roumania was in continuous fighting. And again, that was not the trench war of today; it was a breast to breast clash in continuous columns with unreleased strain and force.

For all the hospitals it was necessary to provide buildings adapted to the severe northern climate. Schools were used extensively, universities gave part of their buildings, and many school

buildings in cities were completely turned into hospitals, instruction being carried on in others in two shifts. All these hospitals needed extensive help and here was a vast and gratifying scope of activity both for teachers and for the pupils.

I personally, for example, was given charge of a large Red Cross hospital for 1300 wounded, opened in some of the buildings of the Polytechnical Institute in Petrograd, of which I was a professor. To illustrate what such a hospital means, I shall only tell you that there were employed in this hospital 30 doctors, 80 trained Sisters of Mercy and a house staff of about 400, people of different employment. And in addition to that there was a committee of professors and an organized body of some hundreds of students to contribute to the regular work of the hospital. I am sure I shall always remember the noble work of those boys. They not only spent hours and hours in helping the surgeons and stretcher service, but they came and taught the illiterate soldiers to read and write; they helped to extend the knowledge of those who had some schooling. They supplied books, and organized concerts, lectures and entertainments for the wounded. It was both touching and gratifying to watch the activities of these college boys, their cheerful mercy, their spiritual devotion. Shall I say how enobling was such activity; how vice and light amusement had disappeared in face of the specter of suffering and death?

The relation of the schools toward war had entered a new phase in 1915 after the great retreat of the Russian army which, as you know, was caused by inadequate and insufficient supplies. This retreat was indeed a turning point in the history of the war. All the gallantry, all the spirit of sacrifice of the soldiers and officers could not prevent reverse when munitions failed.

The whole army, practically devoid of munitions, was in retreat under the hammering blows of an enemy equipped with all the implements of modern warfare. The country was approaching disaster. This was the moment when the whole nation sprung to its feet. If the Government could not or did not want to conduct the war, it was for the nation to do so. A mighty wave of

patriotic spirit arose throughout the country, a movement whose challenge was that all the national resources should be turned for war purposes and that this effort should be carried out by the nation itself.

Public institutions — war industrial committees and war committees of the Zemstvos and cities' union — were formed, and in cooperation with the Duma started "to mobilize the capacities of the country," to adapt the productive capacities of the nation to manufacture munitions and supplies for the army.

This necessitated the utmost strain of all professional forces of the nation, all the intellectual capacities in the line of engineering, administration, finance and economics, and in this movement the schools of Russia participated amply. Professors devoted their time to consultive work and administration in the newly formed public bodies. Scores of students, especially those with mechanical training, went to work in factories as inspectors or foremen. The economical life of Russia had to be regulated, certain general measures regarding food, transportation, fuel etc., had to be taken. Foreign orders had to be placed and administered in a more reliable and efficient manner, and in all this professors and teachers were widely used to represent the new spirit of the "Nation at Arms," to act as representatives of the public institutions conducting war for the sake of the nation when necessary in spite of the opposition of the government.

This movement "drained" the schools very substantially, specially the high technical colleges, although formally the situation of the schools was still unchanged and all this work was volunteer work.

A change in the legal status occurred only late in 1915, and was caused by the fact that new supplies of officers were necessary. However great was the number of reserve lieutenants, it proved to be insufficient to cover the tremendous loss of officers. This loss in commanders is characteristic all through the war. Our system of fighting is different from that of Germany. The Teuton officer marches, or at any rate used to march, behind his company, where he is protected from danger. It is the custom of a

Russian officer to lead his column to lend to the soldier an example of gallantry and devotion. No wonder then of the terrible losses sustained by the officers' corps. The reserves being drained, new bodies of officers had to be formed, and the only source of such were college boys.

The flower of the nation had to be drawn upon; it was necessary to renounce the privileges of extension granted previously to college boys, and to call them to military duties. The existent military schools were reorganized and short-term courses of four to twelve months were instituted. In addition, a vast number of military schools with a six-months course were opened.

The first complement of these schools was filled with volunteers. This volunteer enlistment, however, had to be followed by a compulsory call of boys subject to military conscription to colors, and by drafting them into these short-term military schools from which, after graduation, they were sent to training camps for a two or three months' course, and thence to the front. The regulations provided that those boys were first drafted who were farthest from graduation, the student approaching graduation being kept in school as long as possible.

All this was gradually suspending the regular activities of the schools, the number of pupils getting less and less, forming at present in the universities and high technical colleges not more than 30 per cent of the regular number. Although formally these schools are still carrying on their activities, nevertheless the war has practically suspended educational work.

This does not apply of course to the boys of minor age, and less so to the elementary schools where education is carried on without interruption, the rule of exemption for teachers being followed up to the present time.

I am at the end of my narrative. Recapitulating, one can see that, while all efforts were made to protect the schools and not to destroy the treasure of mental development, nevertheless the necessities of warfare either at the front or in the rear in relief work or administration of supply had practically brought to an end the regular activities of at least the higher educational establishments.

It is only when the war is over and we shall have the opportunity to contemplate and appreciate its results that we shall be able to realize the terrible ravage of intellectual force which this greatest of struggles has caused.

It appears that the loss of officers is terrible, and the loss of officers means in present warfare, and especially in Russia, the loss of the intellectual strata of the nation — lawyers, engineers, clerks, officials etc., all those who constitute the intellectual leadership of the country. When compared to the loss of the rank and file, the loss of officers is relatively manifold. This is one of the greatest sacrifices which my country — so short in general of intellectual forces — will have to carry in connection with the war, and the only consolation is that the war has brought to Russia the dawn of a new life, a life based on the principles of justice and freedom. It is this freedom which will condition the future development of Russia, and I may say that education is one of the main problems, if not the most important, in the reconstruction of my country.

You all witness now the struggle which the patriots of Russia are carrying on against all the odds and evils in the endeavor to establish a new life on the principles of legality and order, to consolidate a powerful democracy headed by a strong democratic government, reposing its authority on the consent and self-conscious will of the governed. In this great struggle to establish democracy and consolidate the army, a struggle wherein problems unparalleled in all the history of the world have to be dealt with, the greatest enemy is the lack of culture, the lack of education. Blind social hatred, so eminent in Russia, and the occasional success of German propaganda, is all the result of deficiency of education, of knowledge, of self-consciousness. Educational enlightenment is the basis of real liberty, of moral, social and mental progress, and to such enlightenment we look forward with hope and confidence, with faith in the capacity of the Russian race so brilliantly demonstrated in the field of literature, art and science.

All the world is looking forward to a future, a future of peace, justice, liberty, undaunted development of the highest faculties of human genius in the noble domains of science, art and constructive humanity, and this future is worth the bloody sacrifice, the sufferings, the immolation which the democracies of the world are now bringing as an expiatory sacrifice to the altar of their burning ideals.

REGENT ELKUS: The whole world today respects and honors France. Even the enemies of France respect her for her heroic courage and devotion to duty, and the friends of France admire and esteem her for those great sacrifices which she and her people have made, sacrifices without murmur or reproach.

While the whole world respects and honors and esteems France of all the peoples of the world, and particularly all the people of America, they esteem and cherish the man who today and for so many years has been the Ambassador of France to America, for he comes to us not only as the diplomatic representative of a people who are our friends and of a country we love and admire, but he comes and has been, as the Ambassador, the eminently fitting ambassador of the culture and the learning of his beloved country.

The Regents of The University of the State of New York count it a high privilege to them to be able tonight to bestow upon him the highest honor in their gift, an honor that he has rightly earned and greatly deserves. That that honor may be bestowed with all befitting and high ceremony, and bestowed by the greatest in the State, the Regents have invited His Excellency, the distinguished Governor of our great State, to present to the Regents for that earned and honored degree the Ambassador of the French Republic, and I now have the pleasure, and I count it a privilege, to present to you for that purpose His Excellency, Charles S. Whitman, Governor of the State of New York.

GOVERNOR CHARLES S. WHITMAN: I give you welcome, Your Excellency, as you come within the boundaries of the great State which is so very dear to the hearts of all the men and women



His Excellency, Jean Jules Jusserand, French Ambassador
to the United States

in this presence, of the eleven millions of men and women throughout our vast territory; welcome because of yourself, welcome because of the gentle lady, the ambassadress who accompanies you, and I know you will pardon our expression of pride that she is American-born, that your own household represents a most delightful and most enduring Franco-American alliance; welcome because of the fact that for the longest time, I think, of all the diplomats at Washington, you have been our friend; and welcome because of your country, the land where today our sons and our brothers are battling or are preparing to battle for a holy cause that has united many of the nations of the world as they have never been united before in history.

Everywhere on earth, that is everywhere in every nation that is entitled to be called civilized, a representative from the wonderful people of wonderful France is more than welcome now.

Of all the ambassadors that the French Republic has sent to the nations of the world, none has made for himself a warmer place in the hearts of the nation to which he has been accredited than has the dean of the diplomatic corps at Washington.

And so, members of the Board of Regents of the State of New York, I present to you as a candidate for the honorary degree of doctor of laws, His Excellency, Jean Jules Jusserand, the French Ambassador to the American Republic.

It is hardly necessary for me at this time to recount his many accomplishments. There are very few men in public life, even in our own land or of our own people, whose deeds and whose life are better known by all of our people than are his. I know that I express the sentiments of the University; I know that I express the sentiments of the American people when I say to you that although the list of distinguished Americans and distinguished foreigners who have been honored by this degree by the universities of our land is a very long one, no worthier candidate was ever presented to any chancellor by any university than is the distinguished gentleman whom I have the honor to present to you on behalf of the University, and may I add on behalf of the people of the State of New York.

PRESIDENT FINLEY: Your Excellency, on behalf of the Regents of the University, I have the greatest personal pleasure, as well as the distinguished honor, to admit you to that small company holding the honorary degree of this University. There are but two in the company at the present, two living, that eminent statesman, the Honorable Elihu Root, and the world-known inventor, Thomas A. Edison. Mr Root is beyond our reach today, but by his magic Mr Edison has sent his congratulations to you. They thank us for giving such illustrious and agreeable addition to their living company, at present too small to form a circle.

Those who are gone are also proud to welcome you, though they can send no messages to you, notably George Tichenor, John Lathrop Motley and William Cullen Bryant, who would find such delight in your English speech, but especially Chancellor Robert R. Livingston who was not only the first recipient of this degree but also one of our first Ministers to France.

And so it is that this Minister to France in the days of the old alliance finds this enduring corporation giving its newest sanction to the first minister from France under the new alliance, a new alliance of blood in which we offer ours with that of France, as France once offered hers with ours.

We do not, as our excellent Governor has said, attempt to rehearse here the many reasons which have prompted this honor. They are adequate beyond all our enumeration. They have summed it in the fact that you incarnate in your own person the noblest qualities that we find in France, the qualities of mind and of heart which have endeared France to the whole world.

I present the degree to you in the language which was used when it was conferred upon Chancellor Livingston, Minister to France, one hundred twenty-five years ago:

"Since Honor is the reward of Merit and for that reason it is customary in all schools of learning for those who surpass all others in character, talent, and their knowledge of the liberal arts, to be endowed with the greatest principles and the highest honors, we, therefore, the Regents of the University of the State

of New York, by the power delegated to us by the State and in the presence of our Governor, by these presents, desire to bear witness that this honorable and learned man, Jean Jules Jusserand, for so it is written, has been exalted to the rank of doctor of laws, and that to him have been granted all the rights and the privileges that are wont to be conferred either here or elsewhere unto those raised to the high honor of the doctorate; that this act may have more authority we have had these letters protected by our common seal this nineteenth day of October, in the year of our Lord one thousand nine hundred and seventeen.

“By order of the Regents of the University.”

ADDRESS OF HIS EXCELLENCY, JEAN JULES
JUSSERAND

Ambassador from France

Temptations should always be resisted, but even the strongest will confess that it is sometimes very difficult to resist them. My duty is in Washington, yet I am in Albany. I tried to resist the enticement, but failed; let the one who would have done better cast at me the first stone.

The invitation came from that President of yours whose mind offers such a rare and happy mixture of science and poetry; a man methodical yet warm-hearted, as evidenced by what he does here, and what he has written about our early pioneers, taking the trouble of visiting Rouen, Laon and some other of our historical cities, because ancient discoverers of this continent had been born there, and he wanted, in the little churchyard under the shadow of the old parish church, to whisper over the tombs of the mothers whose sons had died far away that they had died in a friendly country where their name was still honored, nay had been written on the map, so that its commemoration be perpetual. Such pious pilgrimages are typical of President John Finley, evidencing as they do his care for scientific accuracy and his warm-heartedness.

I knew also that if I again visited this city, I would have a chance of listening to the chief magistrate of the Empire State, eloquent and forceful Governor Whitman, and that was indeed

